

# **Worksheet**

**Term 3**

**(Level 2)**

Level: 3

Term: 3

Week: 1



Day: 1

Worksheet

Communication

## Hard and soft g



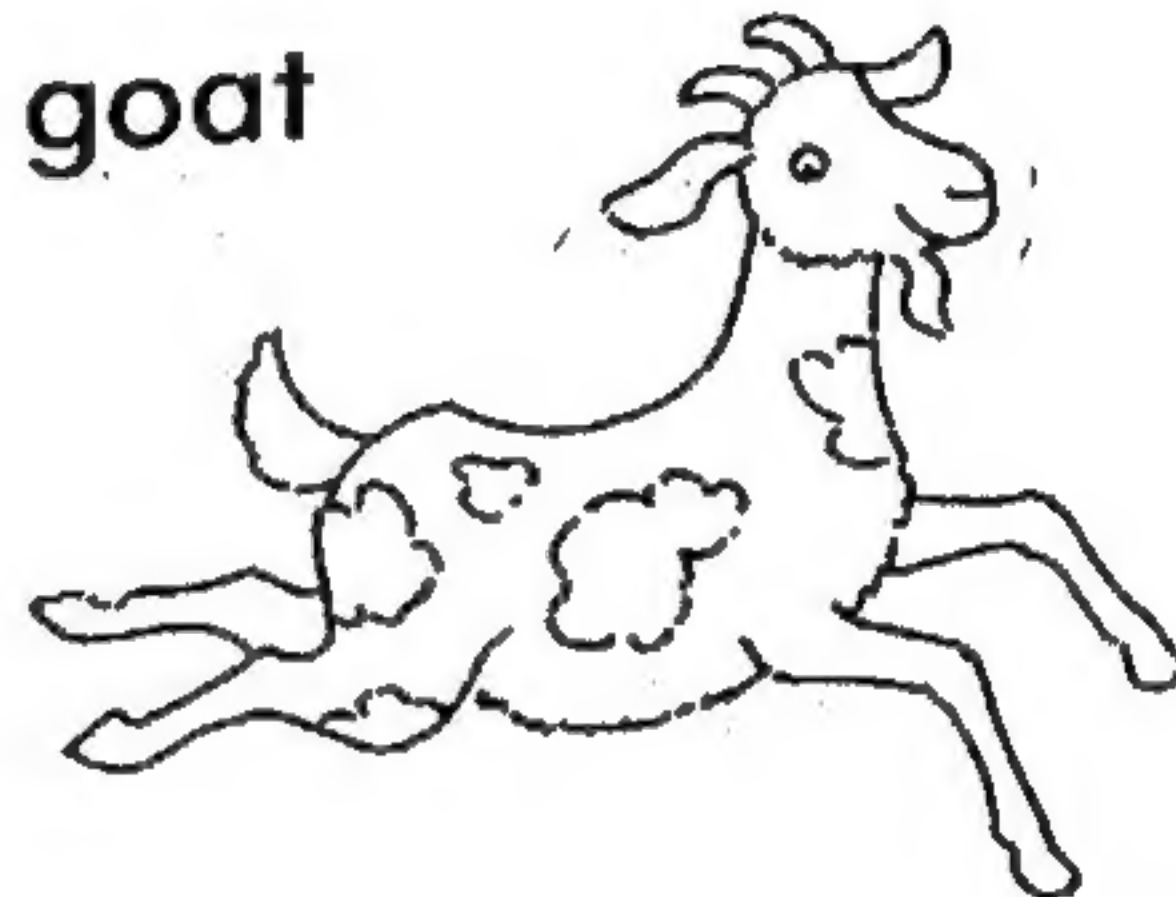
The letter g has two different sounds.  
Sometimes g sounds like goat .  
Sometimes g sounds like giraffe .

Say the name of each picture. Draw a circle around the picture if you hear the g sound that begins goat. Draw a square around the picture if you hear the g sound that begins giraffe.

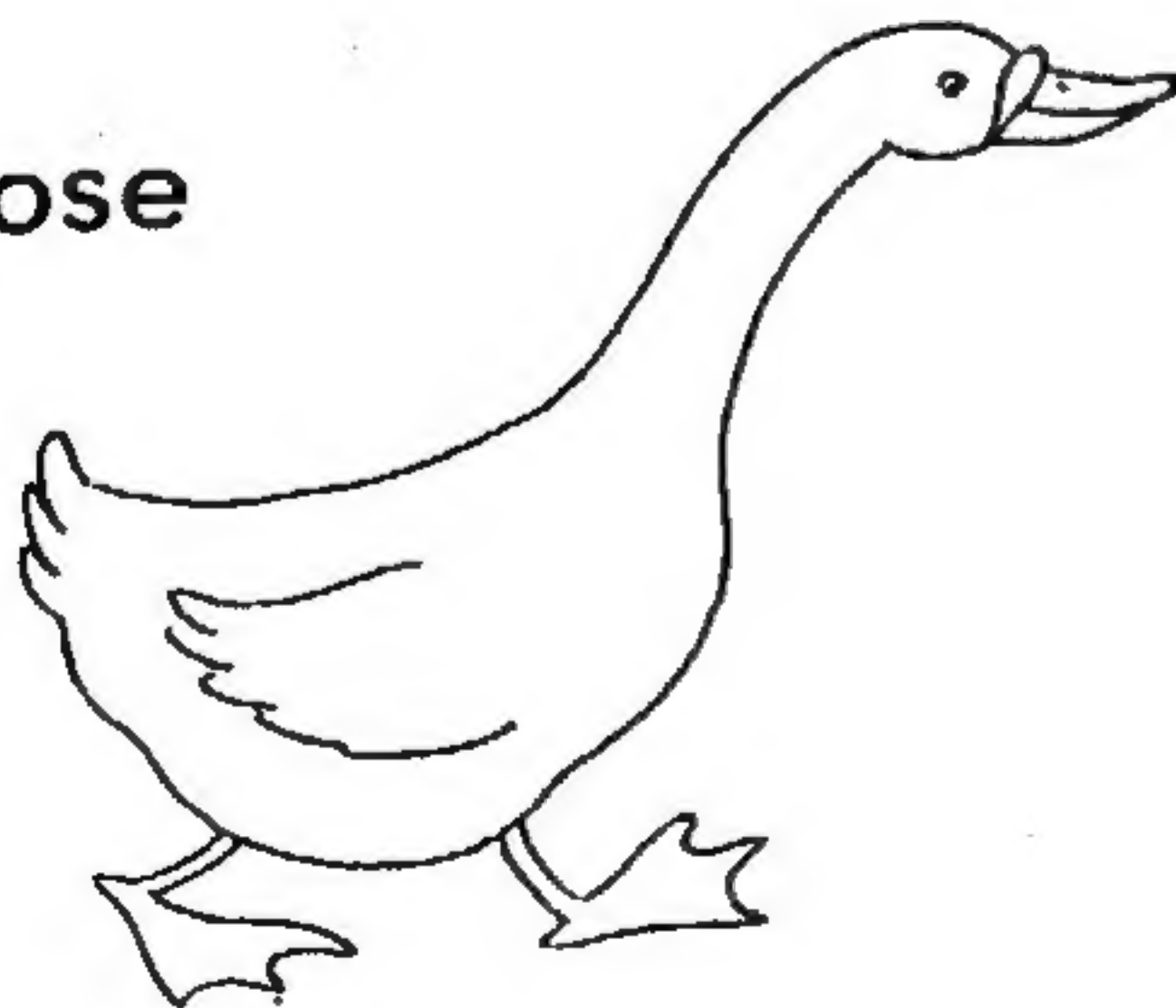


giant

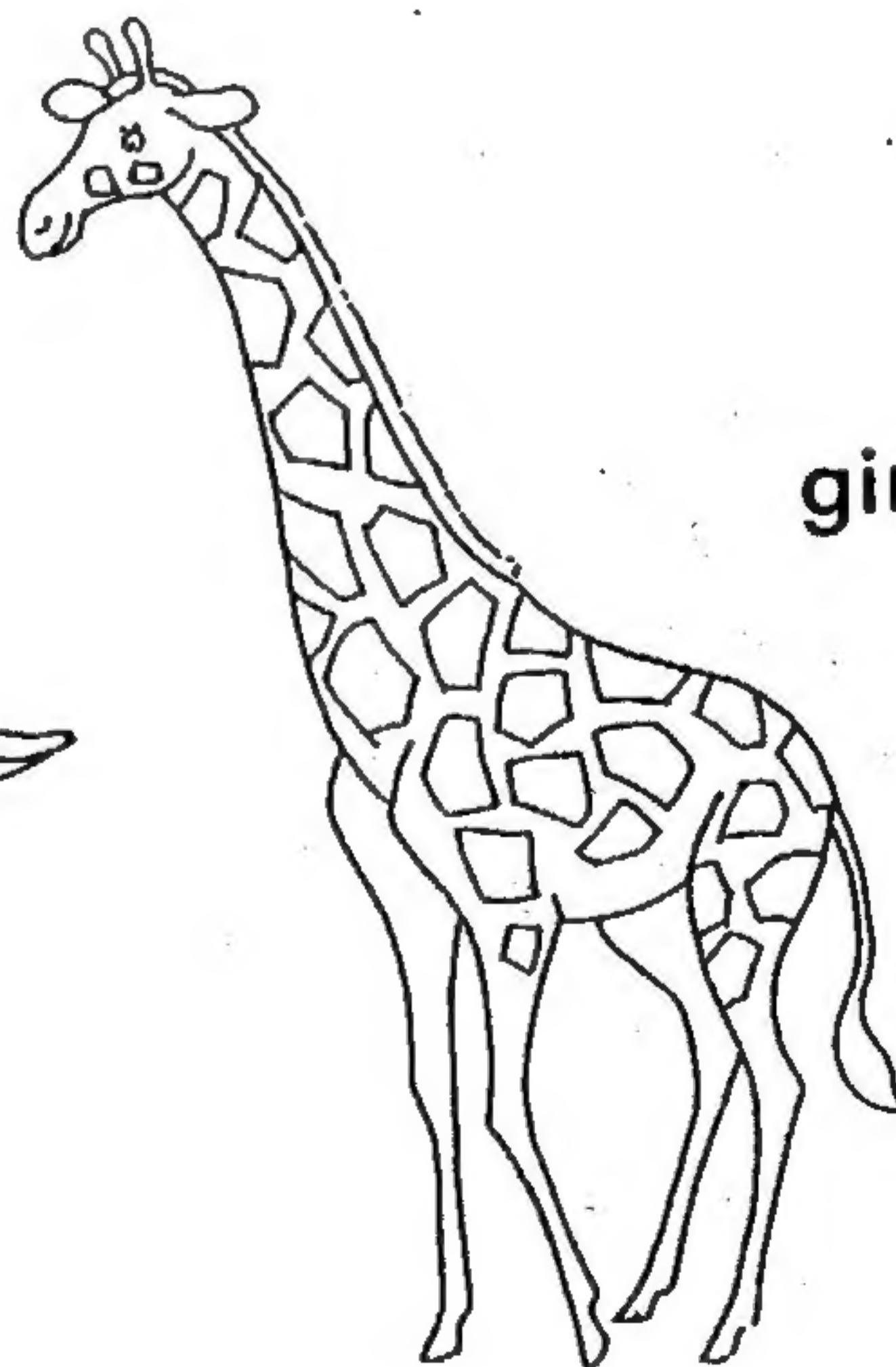
goat



goose



giraffe




Skill: comparing the hard and soft g sounds

Level: 3  
Term: 3  
Week: 1  
Day: 3

Poem

Reading

## Traffic Lights



'Stop' says the red light,  
'Go' says the green,  
'Change' says the amber one,  
Blinking in between.

That's what they say  
And that's what they mean.  
All must obey them,  
Even the queen.

amber: the amber light says 'get ready'.





Level: 3  
Term: 3  
Week: 1  
Day: 4

## Worksheet

Writing

# Make Your Own Sentences

◆ Use one word from each colored box. Write the word in the matching -----. Make as many sentences as you can.

noun

helping word

verb

Sue Dan Mom She He	does can will can not will not	play jump color read run
--------------------------------	--	--------------------------------------

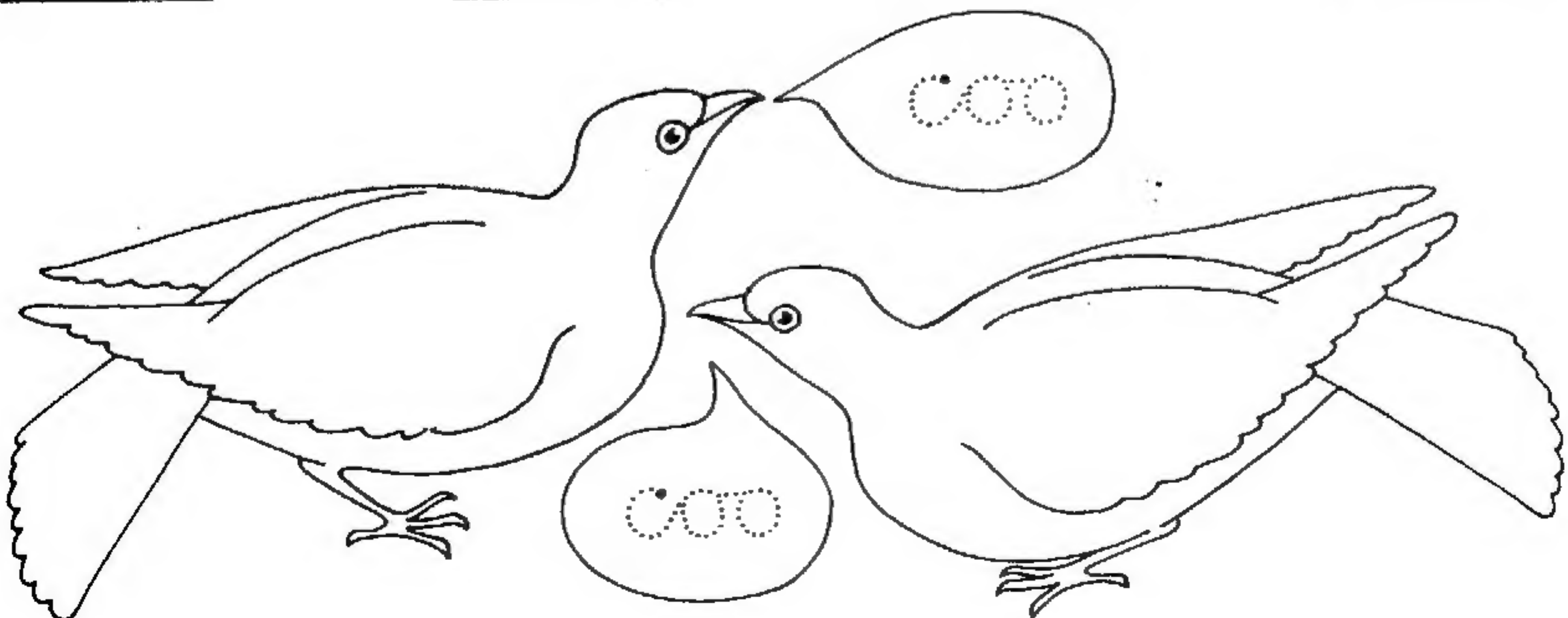
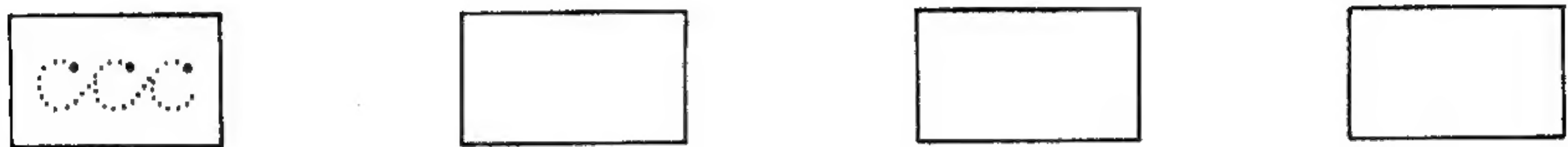
1.	<div>-----</div>	<div>-----</div>	<div>-----</div>
2.	<div>-----</div>	<div>-----</div>	<div>-----</div>
3.	<div>-----</div>	<div>-----</div>	<div>-----</div>
4.	<div>-----</div>	<div>-----</div>	<div>-----</div>
5.	<div>-----</div>	<div>-----</div>	<div>-----</div>
6.	<div>-----</div>	<div>-----</div>	<div>-----</div>



**Bright Ideas**

Use another sheet of paper to write more sentences.

Skill: reviewing sentence writing skills



**Level: 2**

**Term: 3**

**Week: 1**

**Day: 6**

**Assessment**

**Task I: Write the rhyming words for each.**

(3)

goat

giraffe

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task II: Put the words in order to make a sentence.**

(3)

1. Sue read. not can

\_\_\_\_\_

2. Will run. not he

\_\_\_\_\_

3. Mom not jump. does.

\_\_\_\_\_

**Task III: Put them in alphabetical order.**

(2)

Elephant

Ant

Zebra

Fox

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task IV: Complete the dialogues.**

(2)

St.1

Hello, I'm Rizwan.

St.2

\_\_\_\_\_. I'm Saleem.



**Level: 2**

**Term: 3**

**Week: 2**

**Day: 1**

**Worksheet**

**No 1**

**Phonics**

**Task I: Read aloud in chorus.**

**bl: blouse, blind, blade, blow, bloom**

**block, blood, black, blue, blend.**

**cl: clock, clown, clove, cloud, close**

**clan, clash, clinic, clip, class**

**pl: plum, play, pluck, plate, plane**

**place, please, plough, plenty, plug**

**Task II: Read together.**

**bl: a black blouse, a blunt blade, a blue blanket.**

**cl: There's a hustle and bustle,**

**at the clip clop club.**

**Here's Clifford clonk**

**giving Clara a clap.**

**pl: Please, pluck the plenty of plums and place it**

**together in a plate.**

Level: 2  
Term: 3  
Week: 2  
Day: 1

Worksheet  
(No. 2)

Communication

## Blends bl, cl, pl

Say the name of each picture.

If it begins with:

bl – color it

blue

cl – color it

red

pl – color it

green

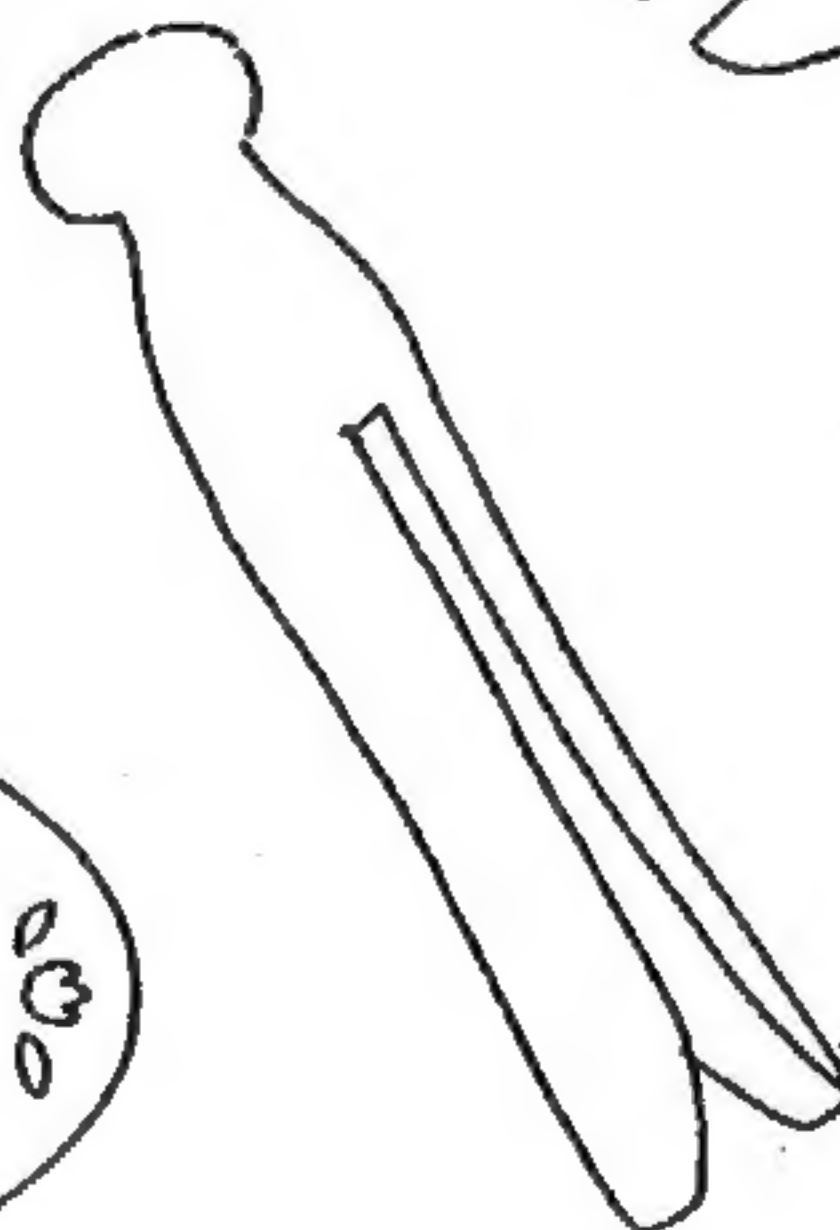
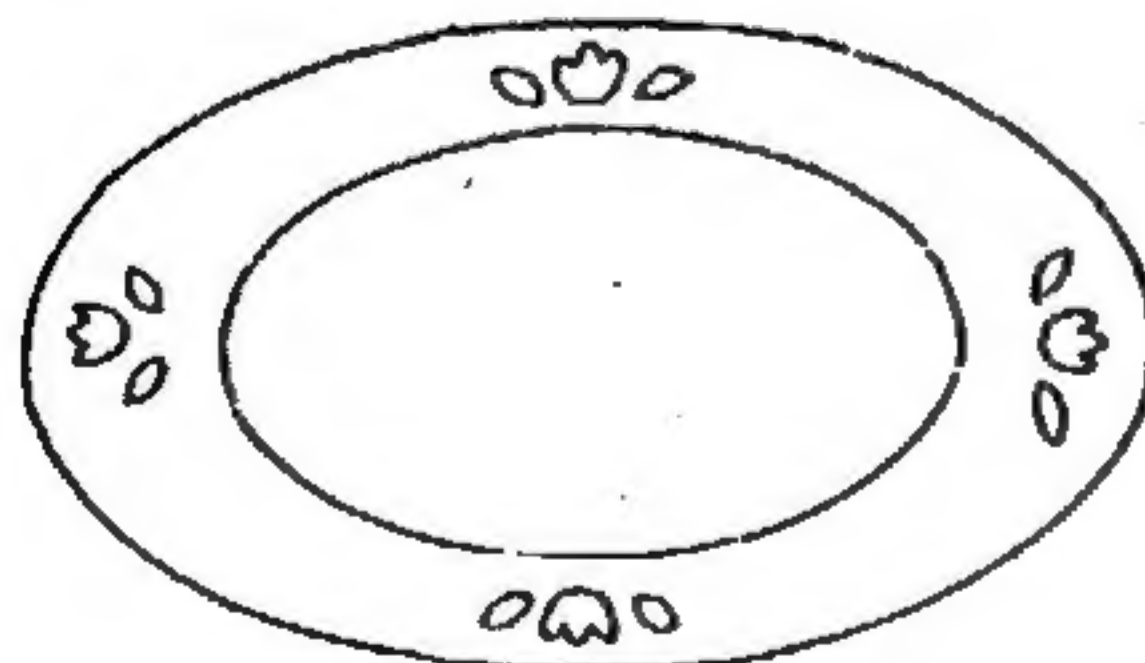
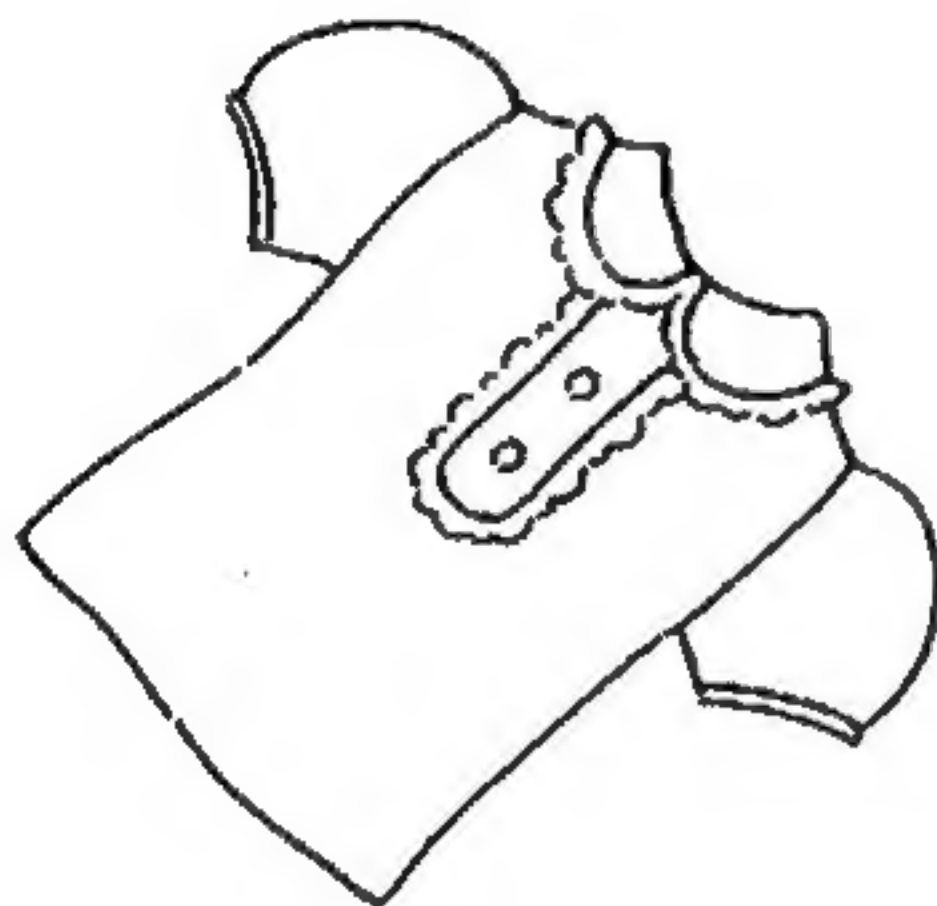
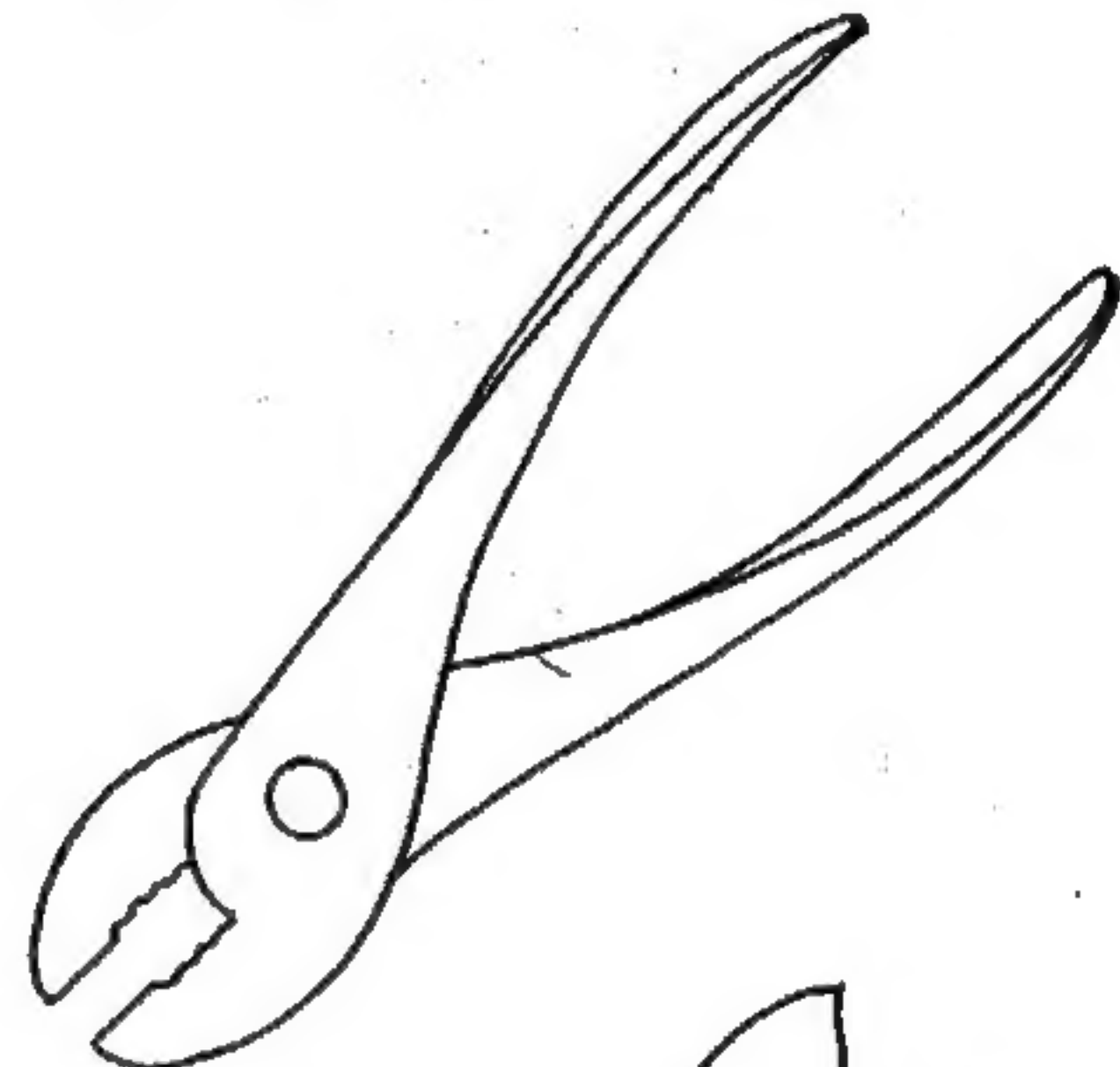
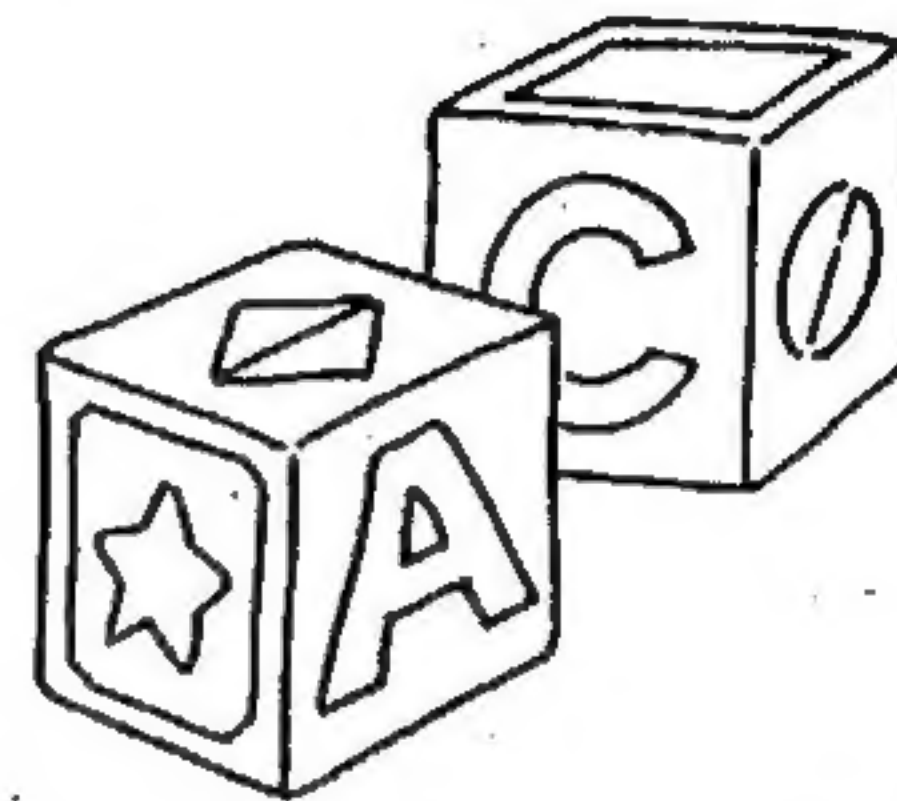
bl = blouse



cl = clock



pl = plate



### Bright Ideas

Say a word beginning with pl, cl, or bl. Your friend says one back, (black-blink). How many can you say before you run out of words?



Level: 2  
Term: 3  
Week: 2  
Day: 2

Worksheet

Communication

**Task:** Listen to what your teacher says and fill up Azra's the Timetable with the name of the subjects

## This is Azra's timetable



Time Table

<i>Day</i>	<i>Subjects</i>	<i>Subjects</i>	<i>Subjects</i>	<i>Subjects</i>
<b>Saturday</b>				
<b>Sunday</b>				
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				

Level: 3

Term: 3

Week: 2

Day: 3

Reading Text

# In the classroom



The children are in the classroom.

Sara sits next to Julie.

George sits next to Andy.

The girls are writing stories.

George reads his book.

Andy is drawing a picture.

Level: 2

Term: 3

Week: 2

Day: 3

**Worksheet**  
(In the class room)

**Reading**

**Task A: Tick ✓ the sentences that are true.**

1. The children are in school.  
The children are in bed.
2. Julie sits next to Paul.  
Julie sits next to Sara.
3. Andy and George sit next to each other.  
Andy and George do not sit next to each other.
4. George is painting.  
George is reading.
5. One of the boys is drawing a picture.  
One of the girls is drawing a picture.

**Task B: Complete the sentences, filling each blank with “is or his”**

1. The boy reads \_\_\_\_\_ book.
2. The desk \_\_\_\_\_ in the classroom.
3. Andy has finished \_\_\_\_\_ writing.
4. Now he \_\_\_\_\_ drawing a picture.
5. Paul goes to school with \_\_\_\_\_ sister.

**Task C: Write the sentences, putting in capital letters and full stops in the right places. Notice that the name of the childrens have capital letters**

1. the boys and girls are in school

\_\_\_\_\_

2. andy sits next to george

\_\_\_\_\_

3. the children are working hard.

\_\_\_\_\_

4. sara and julie are writing.

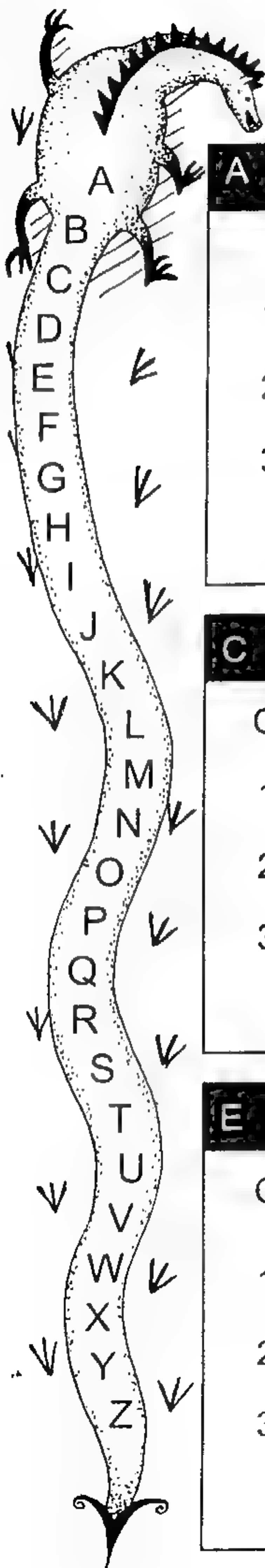
\_\_\_\_\_



Level: 3  
Term: 3  
Week: 2  
Day: 5

**Worksheet**  
(Study Skill)

**Writing**



*Put these words in alphabetical order according to the first letter of their names.*

A Animals	
	tiger rabbit sheep
1	_____
2	_____
3	_____

B Animals	
	hedgehog fox elephant gorilla
1	_____
2	_____
3	_____
4	_____

C Cities	
	Cairo Brussels Dublin
1	_____
2	_____
3	_____

D Cities	
	Moscow Oslo London Nairobi
1	_____
2	_____
3	_____
4	_____

E Countries	
	Canada Egypt Denmark
1	_____
2	_____
3	_____

F Write the names of four children in alphabetical order	
1	_____
2	_____
3	_____
4	_____

c

c

c

cc

cc

cc

ca

ca

ca

ca

ca

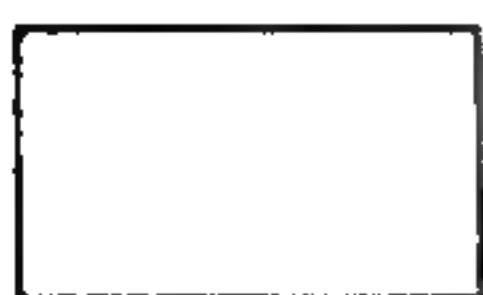
ca

cac

cac

cac

cac



c

d

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cd

cd



ccc

ccc

ccc

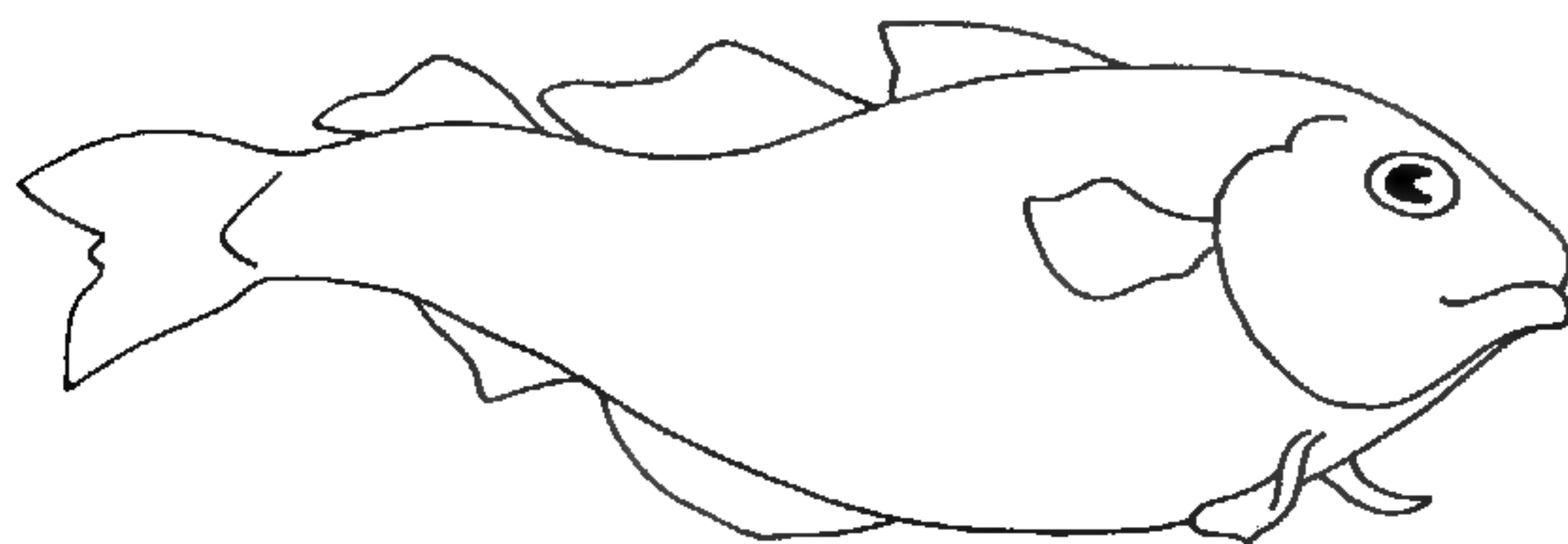
ccc

cod

cod

cod

cod



cod



**Level: 2**

**Term: 2**

**Week: 3**

**Day: 1**

**Worksheet No. 1**  
**(Reading Aloud)**

**Phonics**

**A. Read aloud in chorus.**

**fl. flag, flap, flute, flood, flat, flower**

**gl: glass, gloves, grass, glad, glue, global**

**sl: sleep, sledge, slum, slap, slim, slip**

**B. Read together ( Aloud )**

- **A flag is flying on the top of the hill and is flopping in the wind.**
- **Glam put on the gloves and glued the glider with gum.**
- **Can you sleep in a sledge when it is slipping down on a slope.**






Level: 2  
Term: 3  
Week: 3  
Day: 1

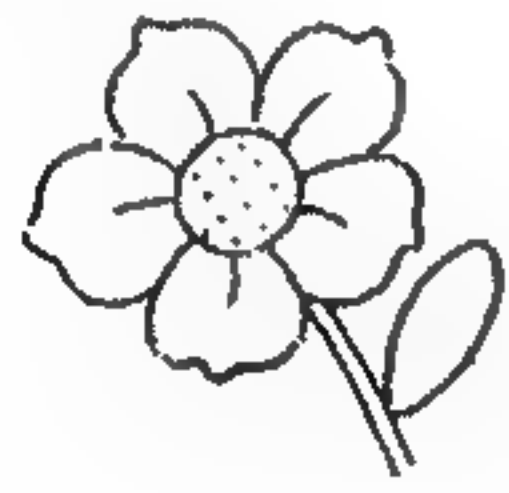
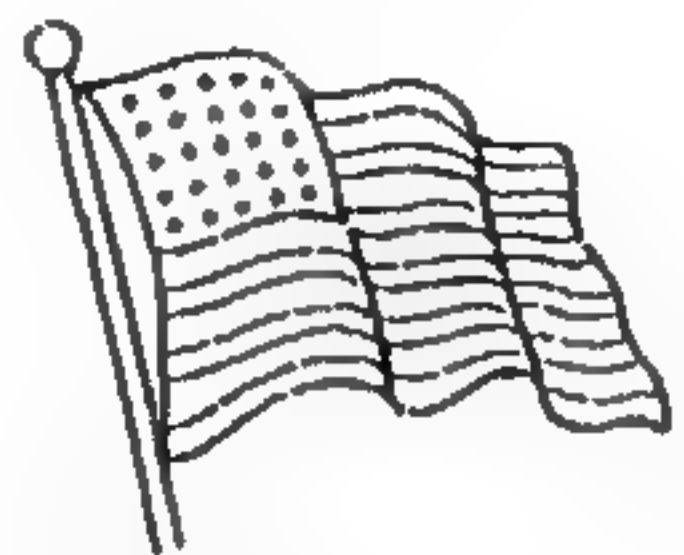
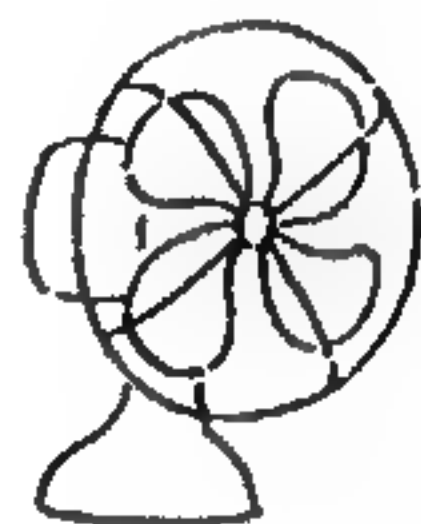



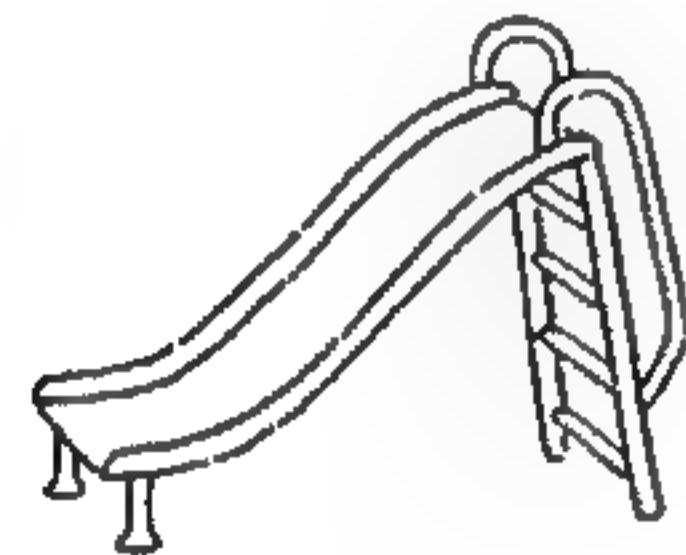
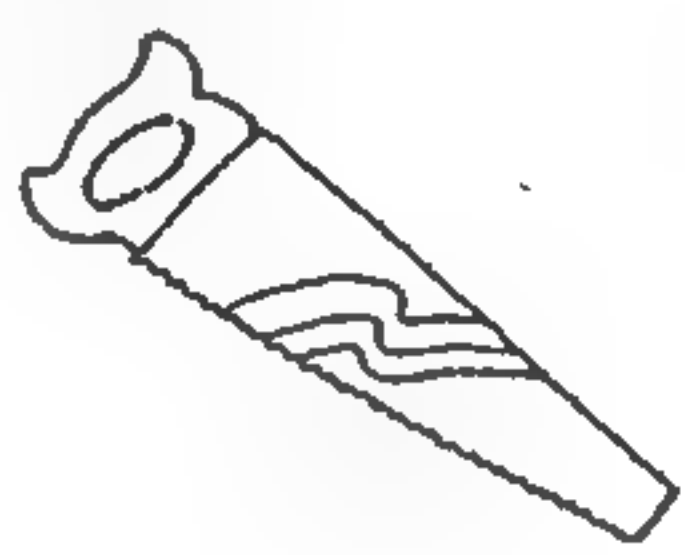
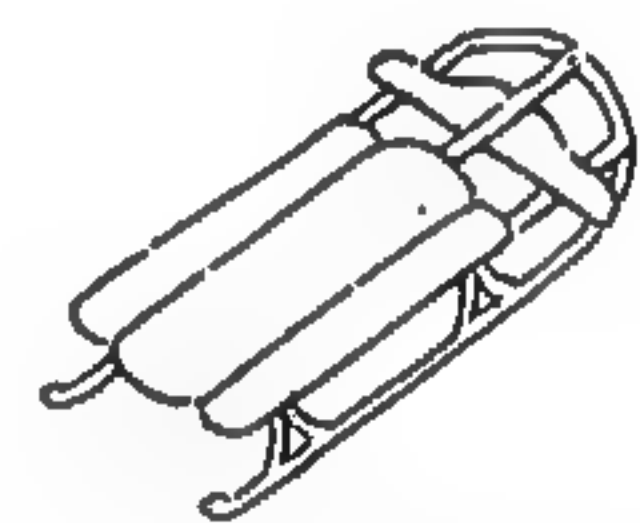
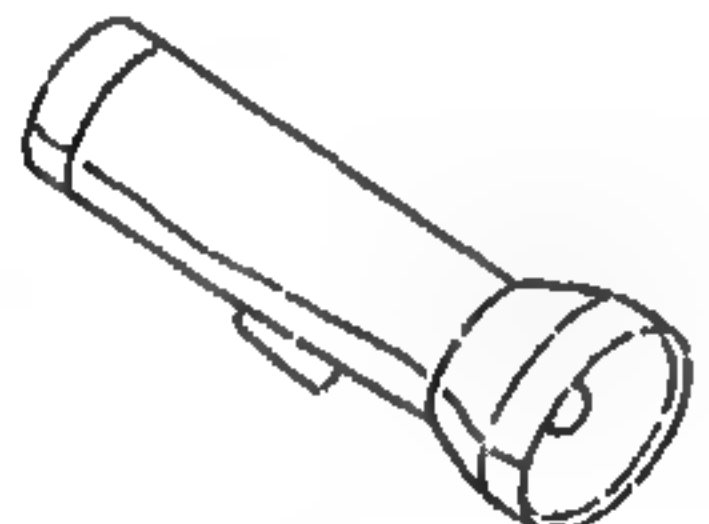








Lesson Plan  
No 2

Communication

## Blends fl, gl, sl

Draw a circle around the pictures in each row whose names begin with the blend in the box.

fl = flower   
gl = glasses   
sl = slide 

1. fl			
2. gl			
3. sl			
4. fl			
5. gl			
6. sl			

Skill: recognizing consonant blends fl, gl, sl

Level: 2  
Term: 3  
Week: 3  
Day: 2

## Worksheet

## Communication

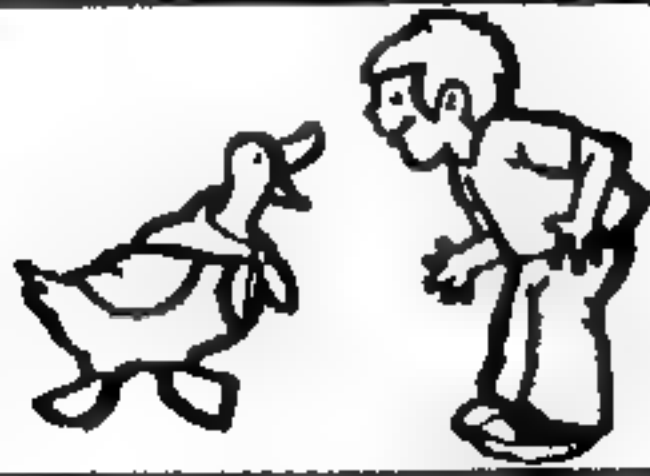







The Kovic family

# Making Sentences

A sentence must make sense.

📌 Draw a line to the best ending.

	1. The duck	went up in the air.
	2. My puppy	is quacking at me.
	3. The balloon	will bark.
4. The bees	will read the book.	
5. Ann and Mike	is in the garden.	
6. The rabbit	are buzzing.	

📌 Find a sentence you like. Write it on the lines.

---



---



---



---



---



c c c c c c

c c c c c c

c c c c c c

c c c c c c

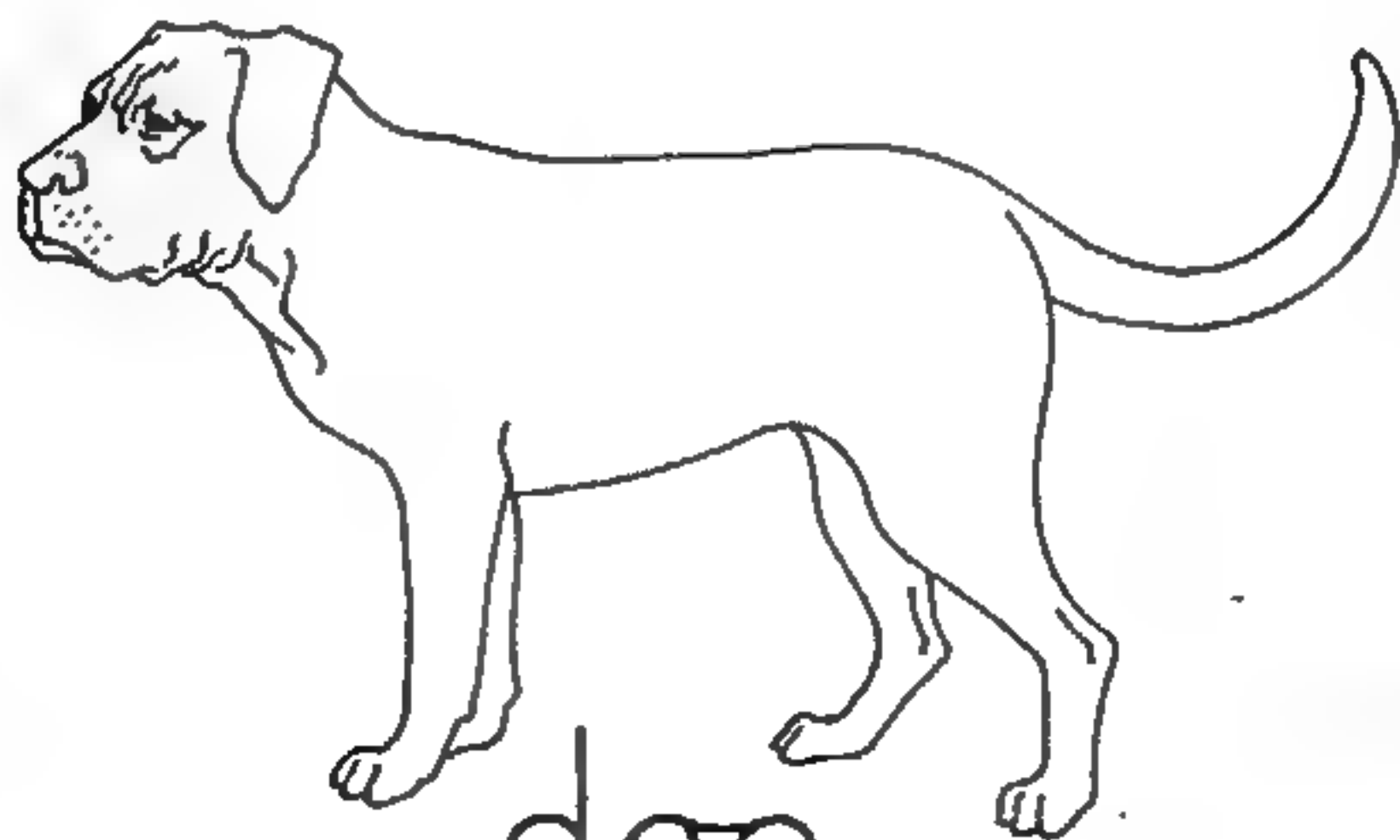
c g c g c g c g

cg cg cg cg cg

dog dog dog dog dog



dog



dog



dog



Level: 2

Term: 3

Week: 3

Day: 6

**Worksheet**

**Assessment**

**Task I: Write three rhyming words for each.** (4)

<u>fl</u>	_____	_____	_____
<u>bl</u>	_____	_____	_____
<u>sl</u>	_____	_____	_____
<u>pl</u>	_____	_____	_____

**Task II: Complete the sentences.** (1)

1. My English period begins at \_\_\_\_\_.

2. My school starts at \_\_\_\_\_.

**Task III :** (3)

1. How many sisters and brothers do you have?

\_\_\_\_\_

2. Who is the youngest in your family?

\_\_\_\_\_

3. Who is the eldest in your family?

\_\_\_\_\_

**Task IV: Read the text and complete the sentences.** (4)

*This is our classroom. The girls are reading story books. Azam is drawing a picture of a dog. Nazia sits next to Azam. She is also drawing a picture. The boys are writing stories.*

- The girls are reading \_\_\_\_\_ books.
- \_\_\_\_\_ sits next to Nazai.
- Nazia is \_\_\_\_\_.
- \_\_\_\_\_ are writing stories.

Level: 2

Term: 3

Week: 4

Day: 1

## Lesson Plan

## Communication

# Blends pr, br, dr

Look at the words.  
If it begins with:

pr - color it

br - color it

dr - color it

red

yellow

orange

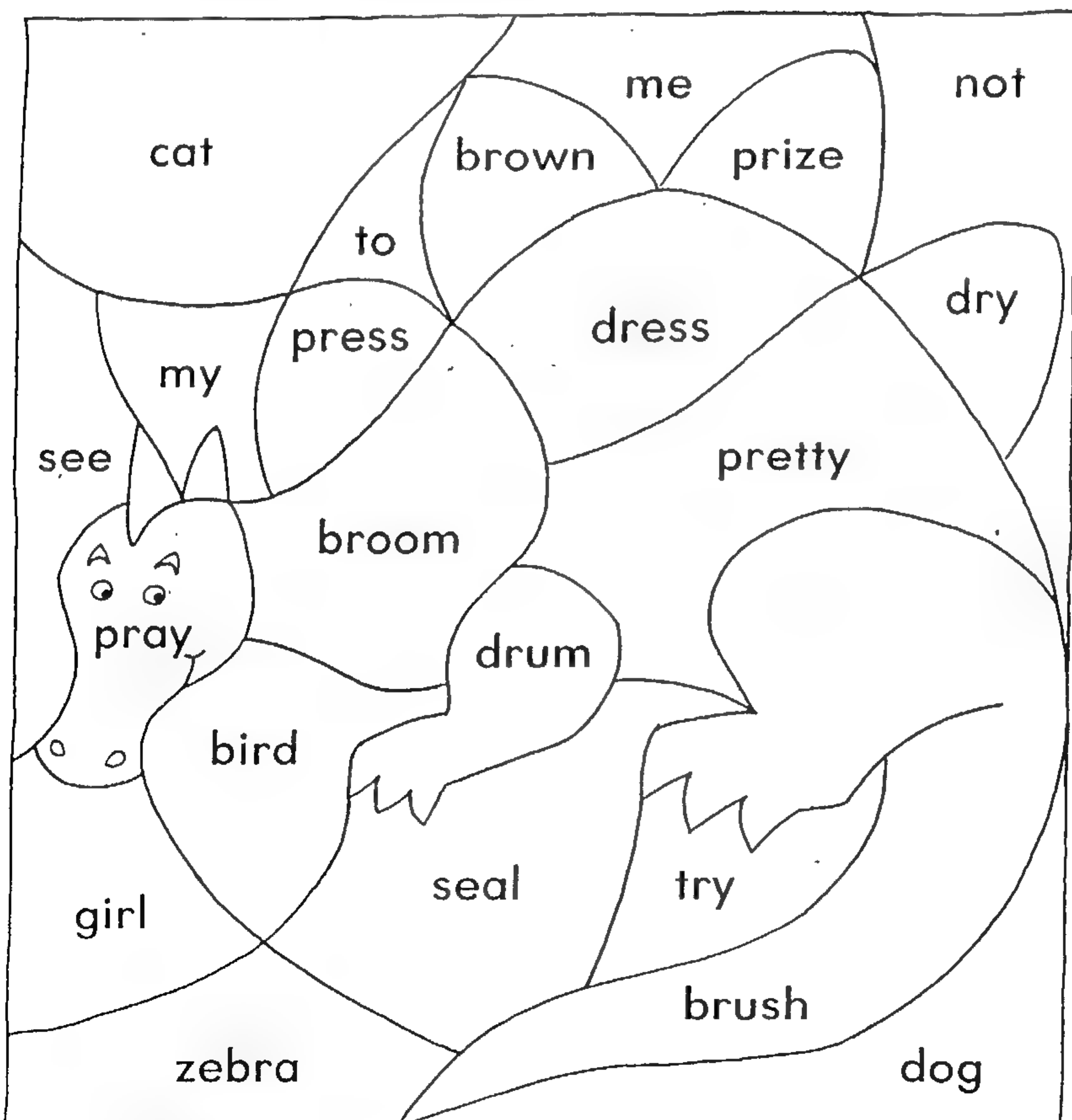
pr = present



br = broom



dr = drum



Skill: recognizing consonant blends pr, br, dr



Level: 2  
Term: 3  
Week: 4  
Day: 3

## Reading Text

# In the play ground



The children are in the playground.

Sara is eating an apple.

Paul is eating crisps.

Mark is kicking a ball.

Julie and Kay are running across the playground.

George is standing by the gate.

Level: 2

Term: 3

Week: 4

Day: 3

**Worksheet**  
(In the play Ground)

**Reading**

**Task A : Mark ✓ the five sentences that are true.**

1. The children are inside.  
The children are outside.
2. It is daytime.  
It is nighttime.
3. Sara has a banana.  
Sara has an apple.
4. Mark catches the ball.  
Mark kicks the ball.
5. George is not running.  
George is running.

**Task B :**

Write these, filling each blank with "a" or "an".  
Notice that we say a ball but an apple.

_____ orange	_____ cake
_____ bus	_____ uncle
_____ car	_____ horse
_____ apple	_____ elephant
_____ dog	_____ island

**Task C :**

coat   milk   cake   bicycle   book

1. Which one would you eat? \_\_\_\_\_
2. Which one would you read? \_\_\_\_\_
3. Which one would you wear? \_\_\_\_\_
4. Which one would you ride? \_\_\_\_\_
5. Which one would you drink? \_\_\_\_\_

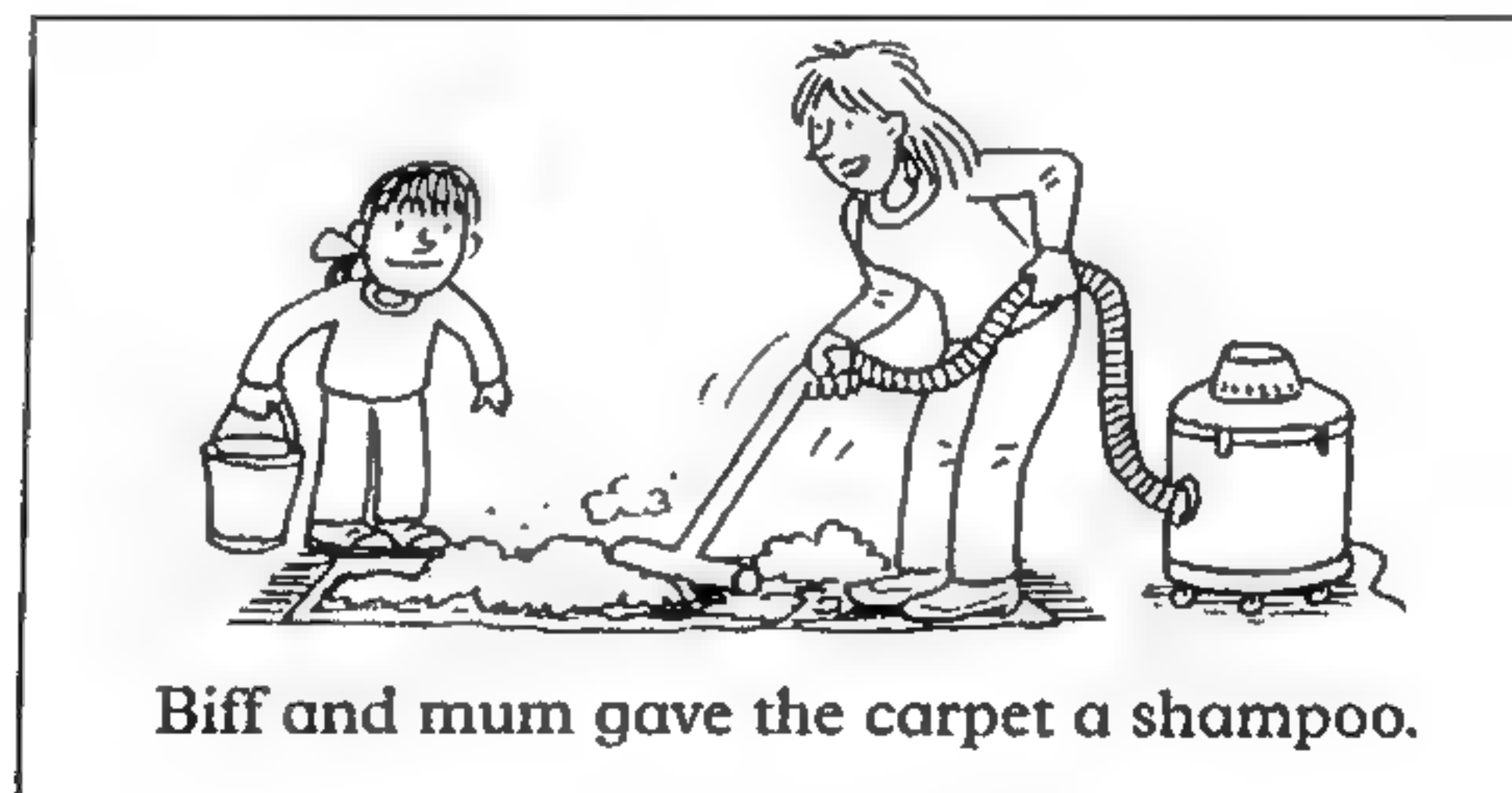
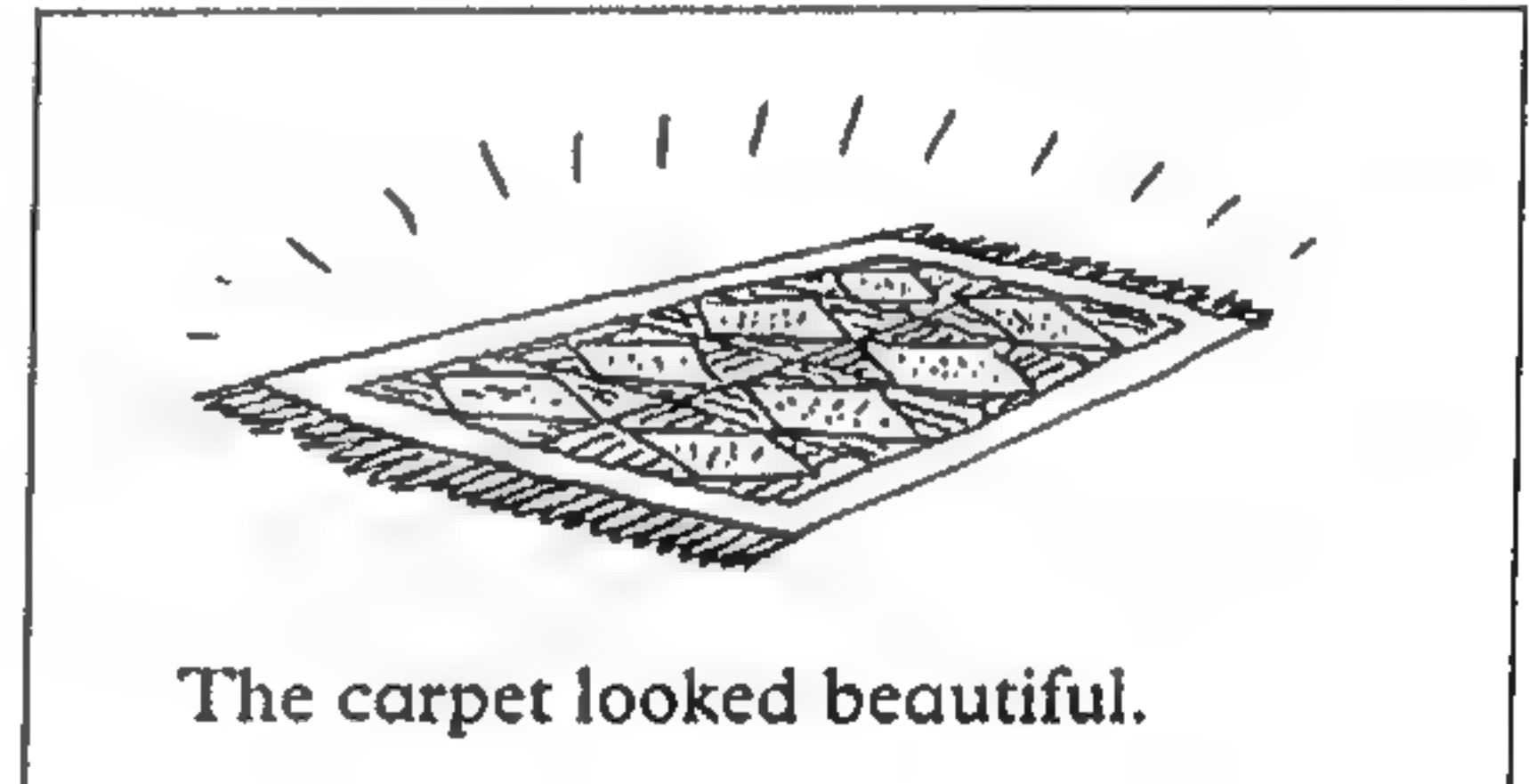
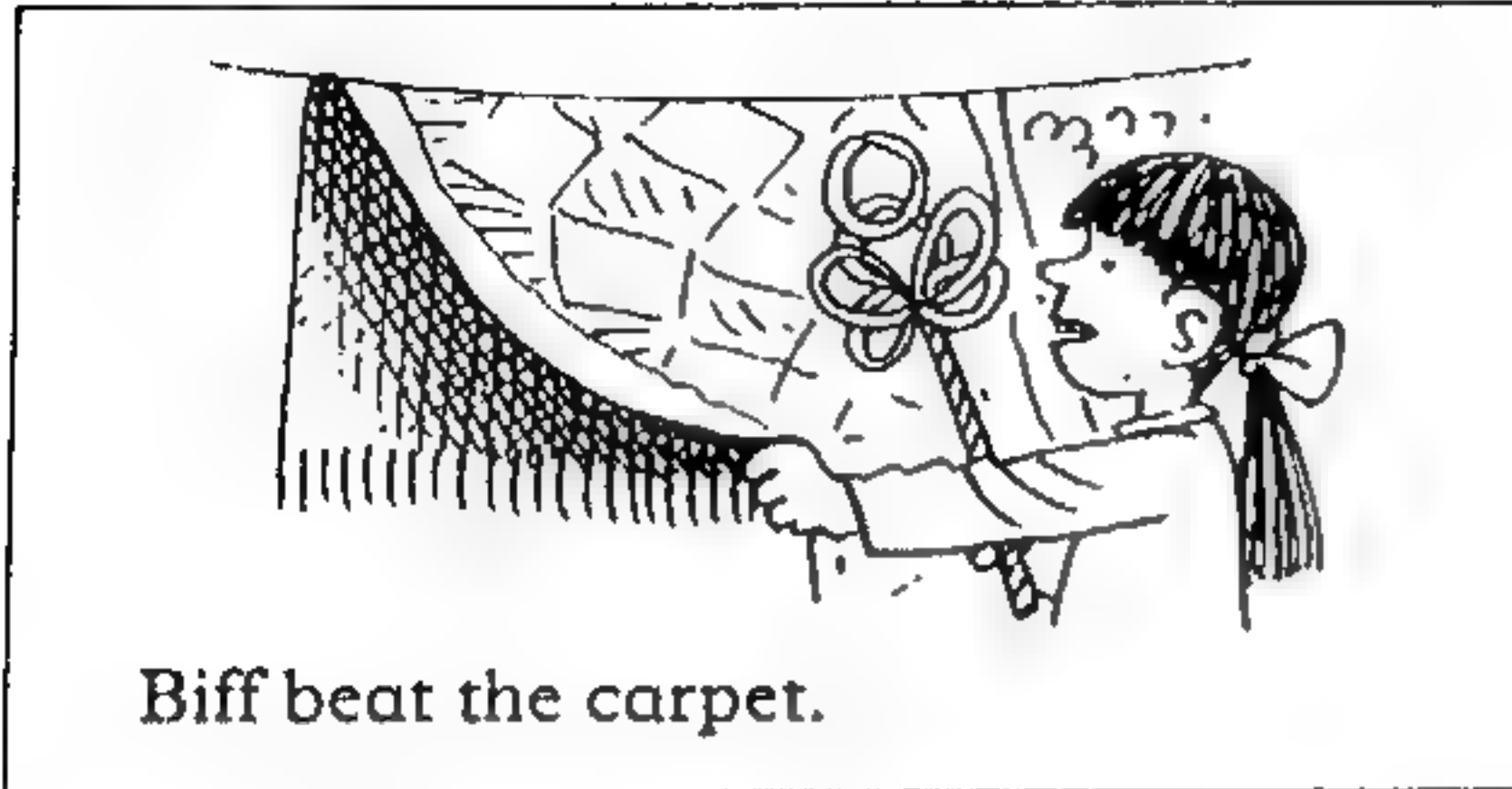
Level: 3  
Term: 3  
Week: 4  
Day: 5

## Worksheet

## Writing

### Biff's carpet

These sentences are in the wrong order. Put them in the right order to tell the story.



1 Biff's carpet was torn.

2

3

4

5

r r r r r r r r r r

ir ir ir ir ir ir ir

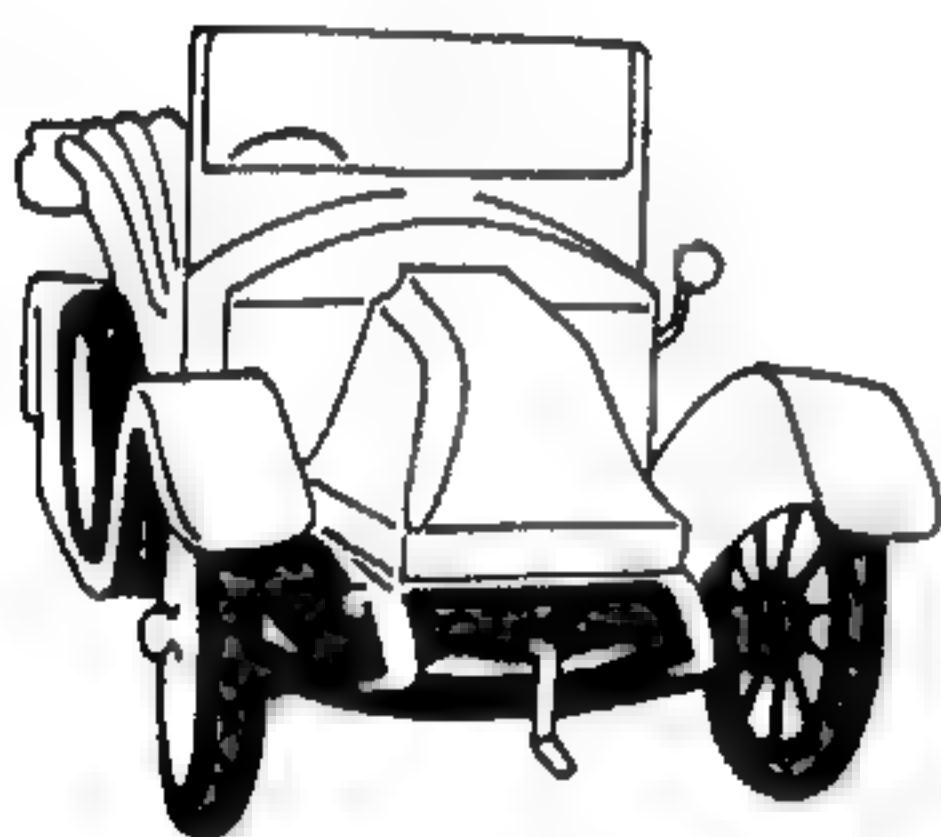
ur ur ur ur ur ur

or or or or or or

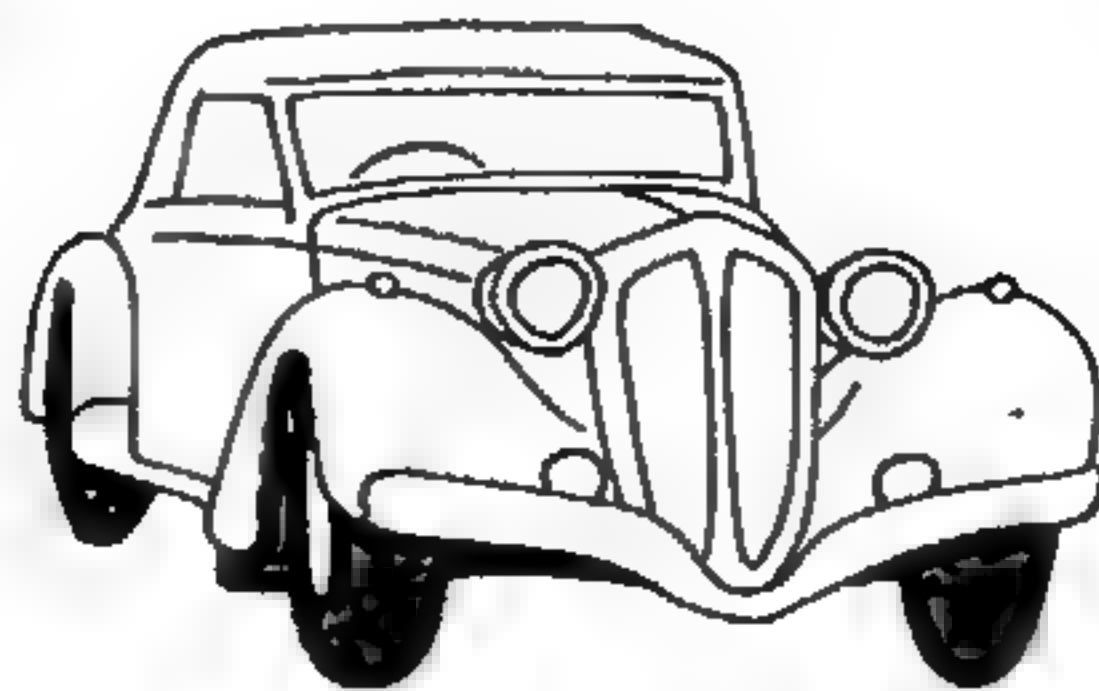
ar ar ar ar ar ar

ca ca ca ca ci ci ci ci

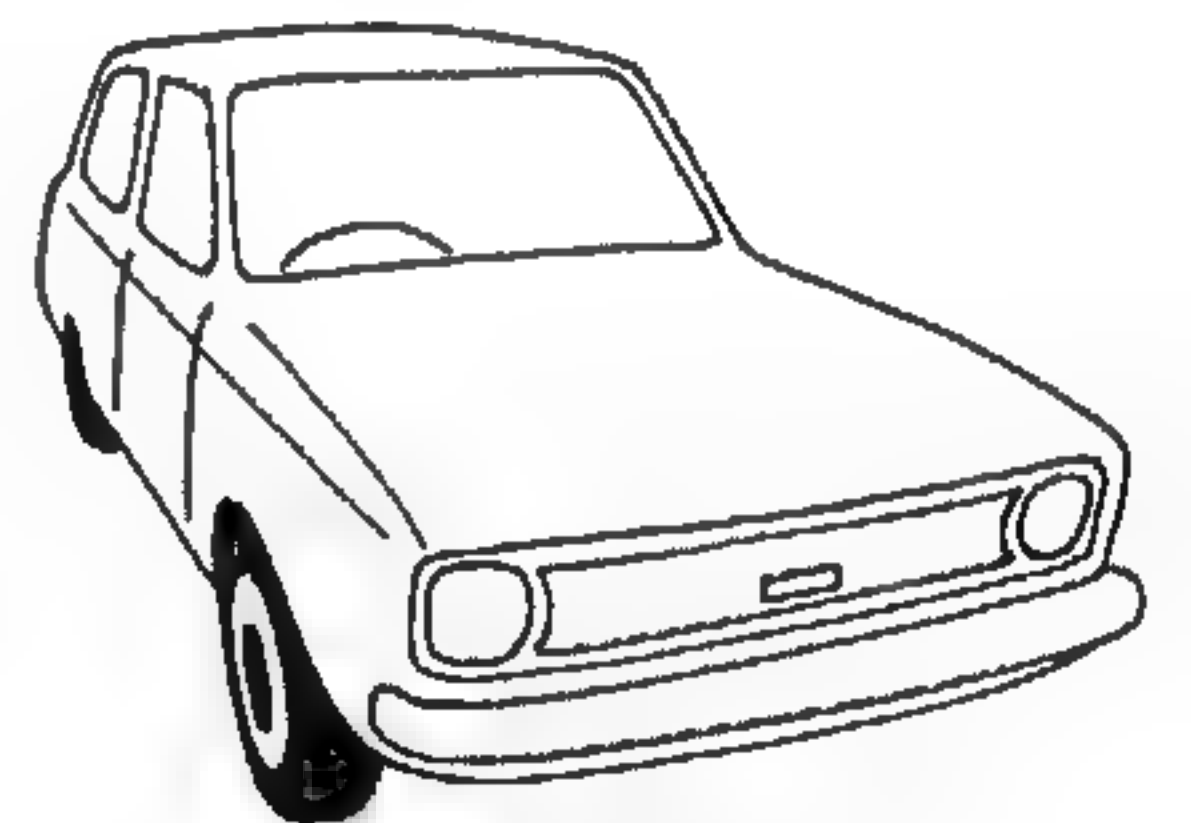
ce ce ce ce co co co co



car



car



car





**Level: 2**  
**Term: 3**  
**Week: 5**  
**Day: 1**

**Worksheet**  
**(No. 1)**

**Communication**

**Reading Text on Consonant Blends**

**Task: 1** Listen what the teacher reads.

**Task: 2** Read aloud in chorus.

Fred and Farida's party was on  
Friday after school. Their Friends  
all came in Fancy dresses. Fred  
dressed as a frogman and Farida  
was in frock. Fred's friend Frank,  
was the only one not there and  
then at the front door,  
knock! Knock! Knock!

Fred went to the door and there  
was Frank in front of them with a  
bunch of flowers.

**Task: 3** Underline the words which begin with – fr – blend and  
copy them here from the text.





Level: 3  
Term: 3  
Week: 5  
Day: 1

Worksheet

Communication

## Blends fr, gr, tr, cr

Look at the blends. Draw a line from the picture to the blend that says the beginning sound.

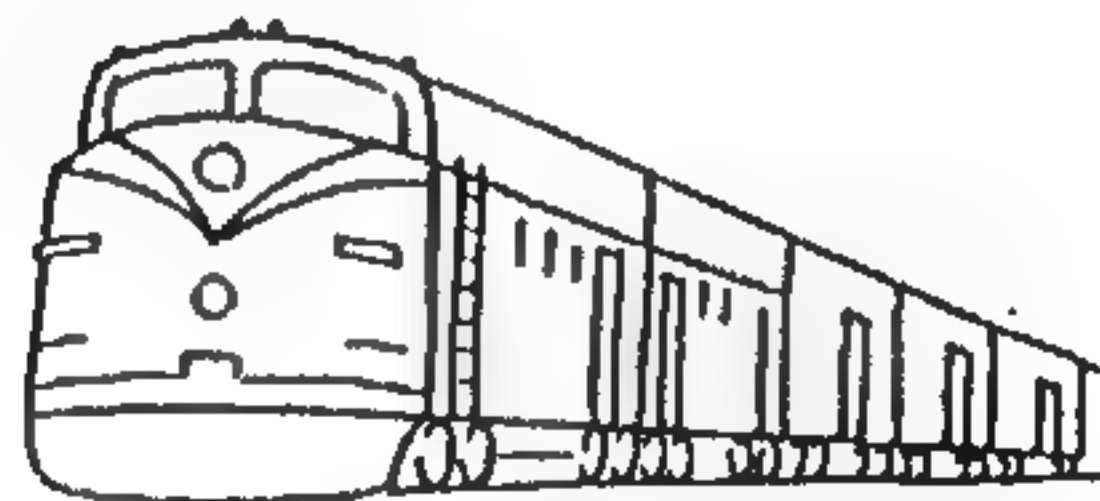
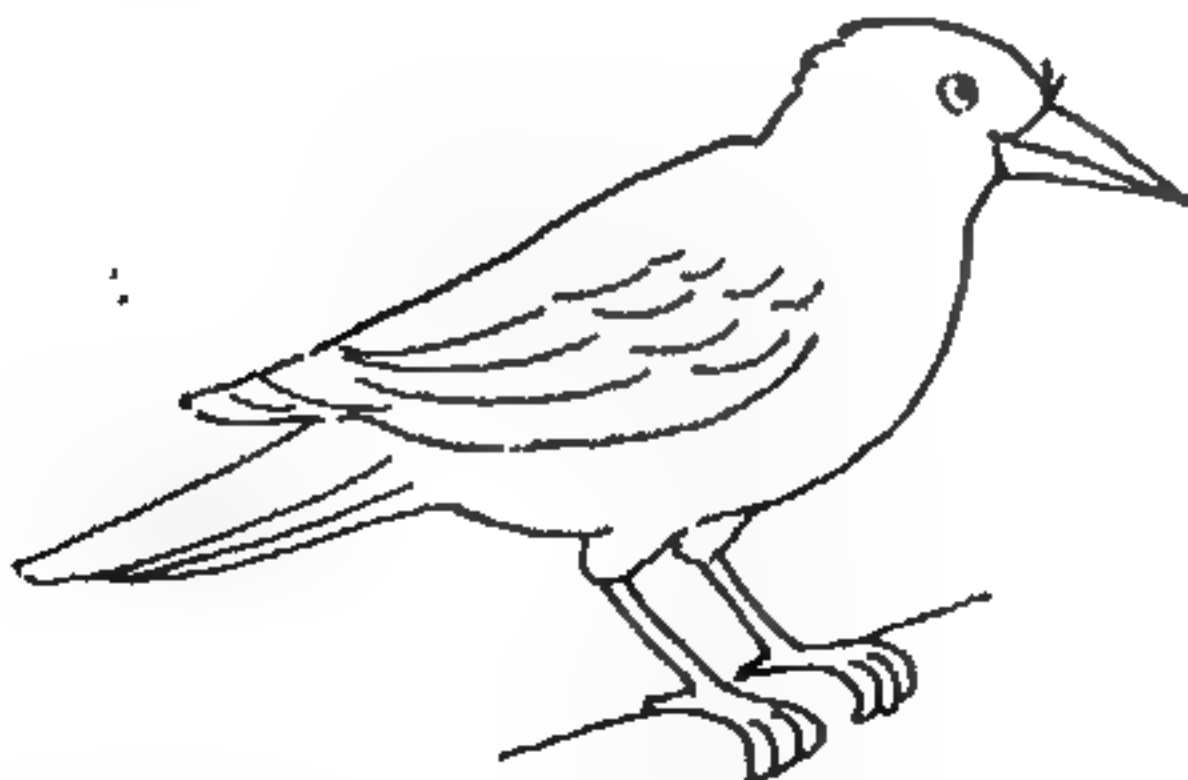
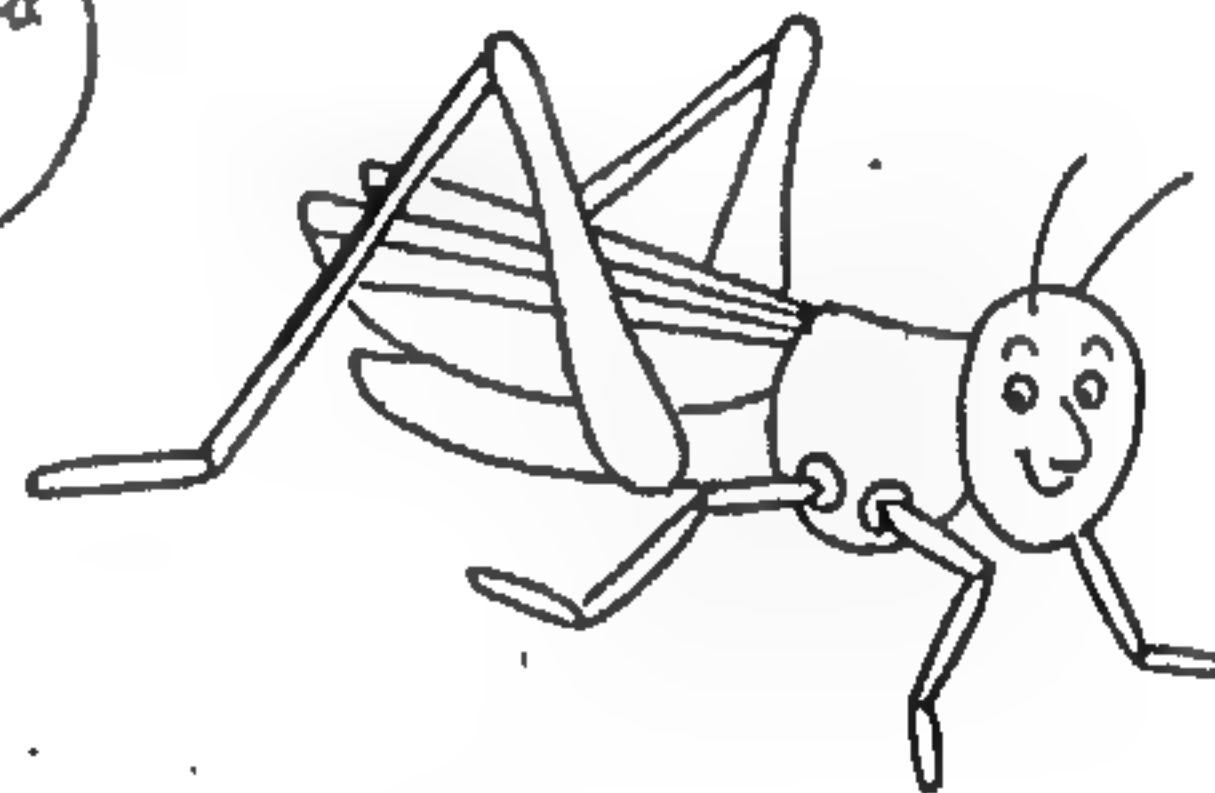
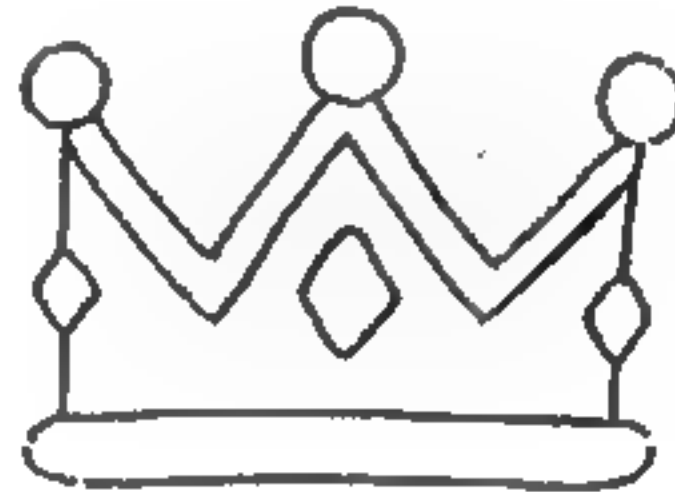
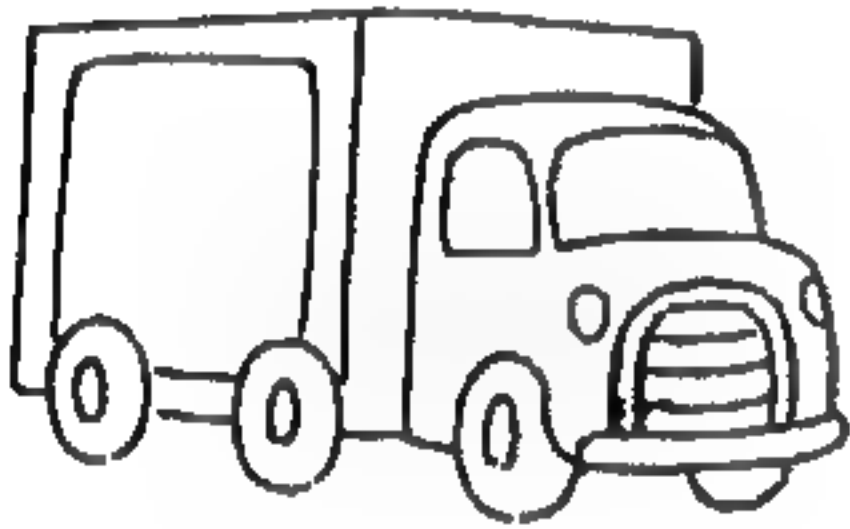
fr = frog   
gr = grapes   
tr = train   
cr = crown 

fr

gr

tr

cr



cr

fr

gr

tr

Skill: recognizing consonant blends fr, gr, tr, cr

Level: 2

Term: 3

Week: 5

Day: 2

**Worksheet**  
(The lion and the mouse)

**Communication**

**Task I:** Write the topic of the story.

\_\_\_\_\_

**Task II:** Listen to the story and write ✓ for true sentence and put X for wrong sentence.

- A lion was walking out side his den. -----
- The mouse woke up the lion. -----
- One day a mouse found himself, caught in a hunter trap -----
- The lion requested the mouse to nibble his net. -----
- The mouse repaid lion's help and said him free. -----

**Task III:** The following story events are not written in order.  
Listen the story from your teacher and give numbers to the events as they happen. No.1 is done for you.

The mouse begged for his life and promised lion to pay him back.

1. A lion was sleeping outside his den.

The mouse nibbled through the net and set the lion free.

One day the lion was caught in a hunter's trap.

A mouse ran over the lion's neck.

He roared forest and the moue came running to help him.

The lion put his paw upon the mouse.



Level: 3  
Term: 3  
Week: 5  
Day: 3

Poem

## COBBLER, COBBLER

COBBLER, cobbler,  
mend my shoe,  
Get it done  
by half-past two;  
Stitch it up,  
and stitch it down,  
And then I'll give you  
half a crown.





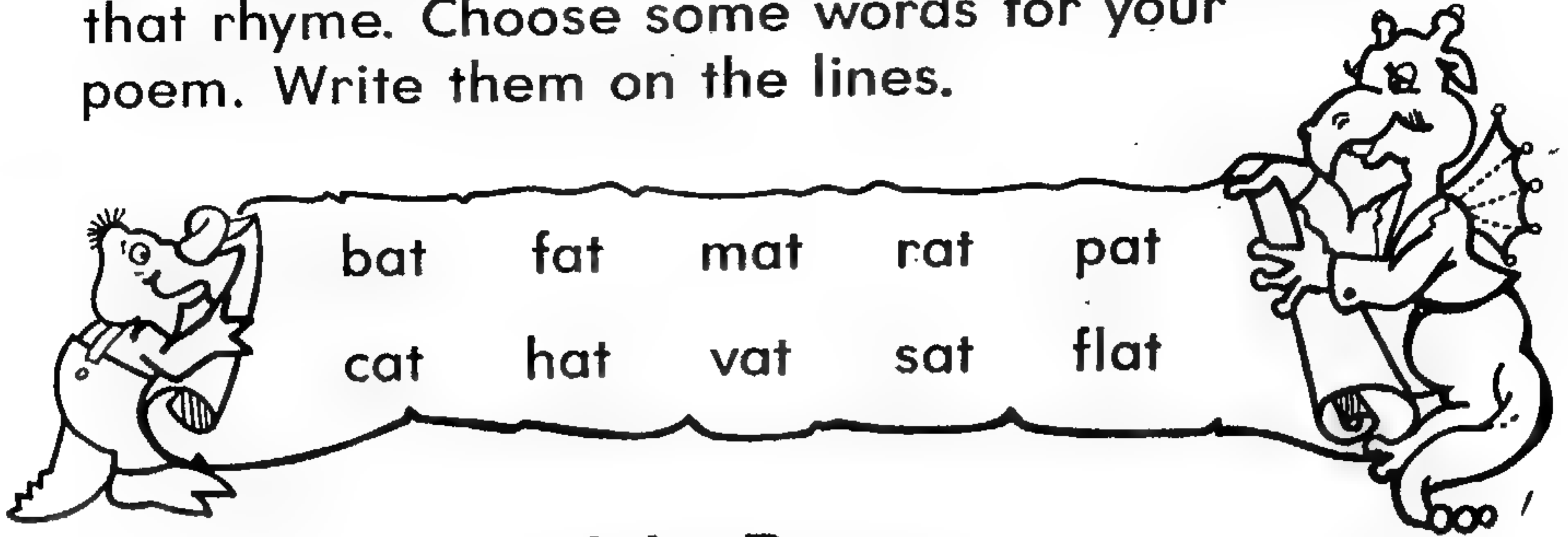
Level: 2  
Term: 3  
Week: 5  
Day: 4

## Worksheet

## Writing

# Make a Poem

You can have fun with words. Read these words that rhyme. Choose some words for your poem. Write them on the lines.



## My Poem

There was a big

that sat on a

and grew very

Draw a picture about your poem.

A large, empty rectangular box with rounded corners, intended for a student to draw a picture related to their poem.

↓n n n n n n n n

↓nc nc nc nc nc nc nc

↓no no no no no no no

↓an an an an an an an

↓m m m m m m m

↓mc mc mc mc mc mc mc

↓mo mo mo mo mo mo mo

↓ma ma ma ma ma ma ma



man

man



man



man

**Level: 2**

**Term: 3**

**Week: 5**

**Day: 6**

**Assessment**

**Task I: Write the rhyming words. (Two for each)**

(2)

fr \_\_\_\_\_

pr \_\_\_\_\_

tr \_\_\_\_\_

dr \_\_\_\_\_

**Task II: Write a rhyming sentence.**

(2)

1. I have a big \_\_\_\_\_.

2. That sat on a \_\_\_\_\_.

**Task III: Complete the following dialogues**

(2)

**St:** \_\_\_\_\_ . Please help me.

**This is a difficult word**

**Tr:** Yes, \_\_\_\_\_. I tell you right now.

**Contd.....**

**Task: 4** Read the following text and write answers for each question. (4)

*children are in the park. Amina is eating banana  
and Rahim is drinking Pepsi. Boys are playing  
football. Asim and Riaz are running across the garden.  
Chowkidar is standing by the gate.*

**1. Where are the children playing?**

---

**2. Who is running across the road?**

---

**3. Where is chowkidar?**

---

**4. Is someone eating and drinking in a park?**

---



Level: 3  
Term: 3  
Week: 6  
Day: 1

## Worksheet

## Communication

### Blends sm, sc, sn, sw

Look at the blend in each box.  
Draw a circle around the picture  
whose name begins with the  
blend in the box.

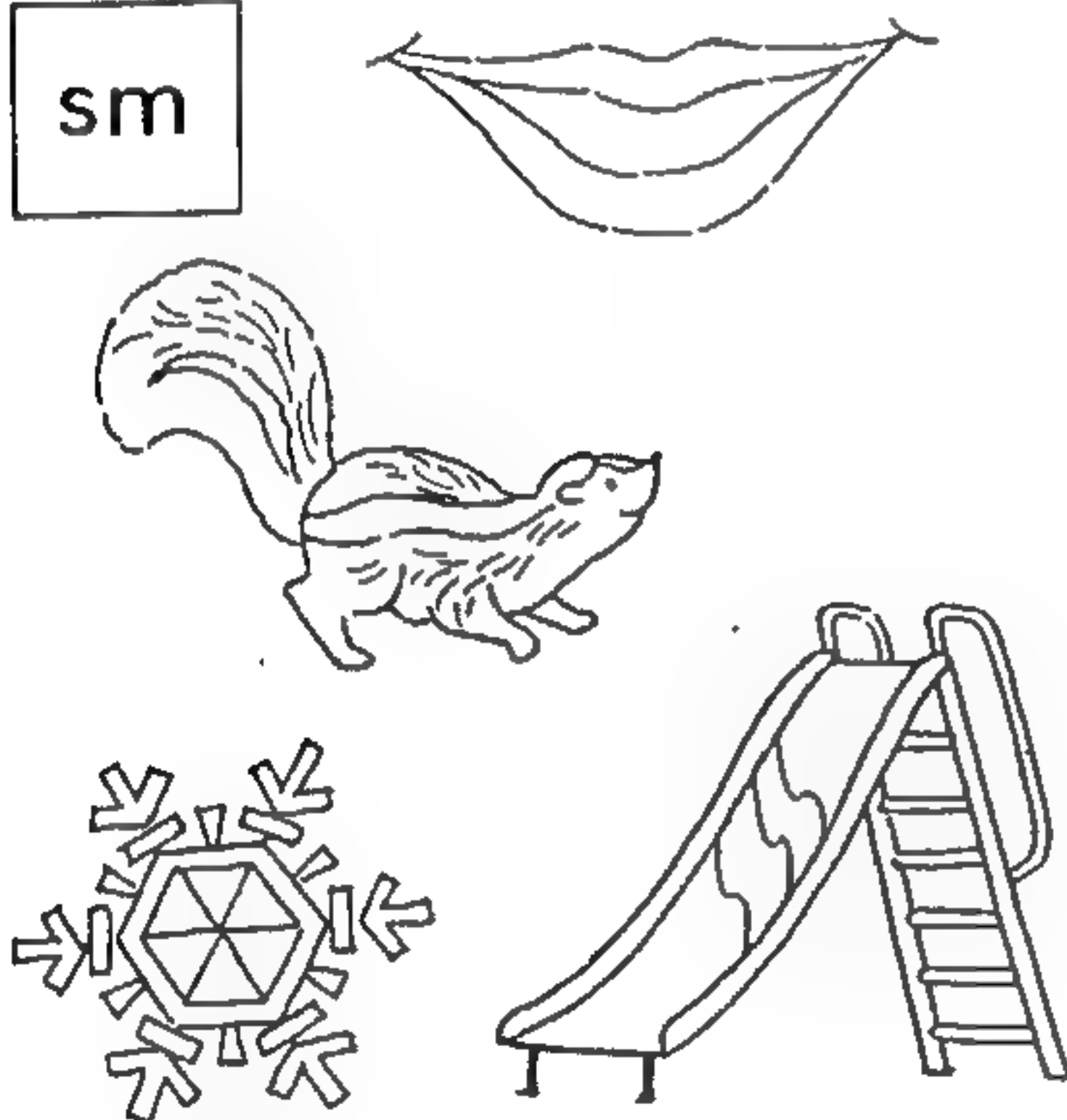
sm = smile

sc = scarf

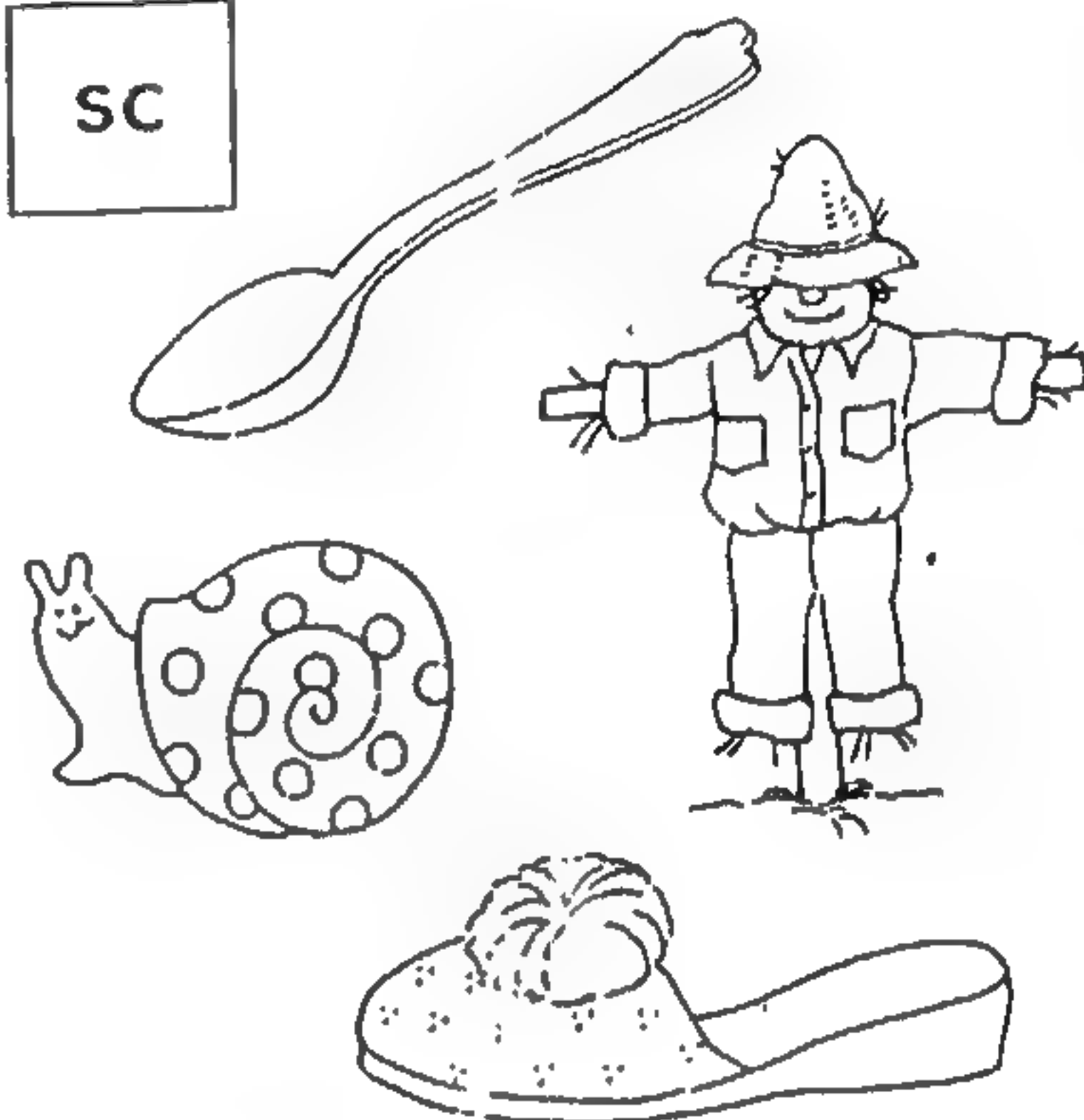
sn = snake

sw = swing

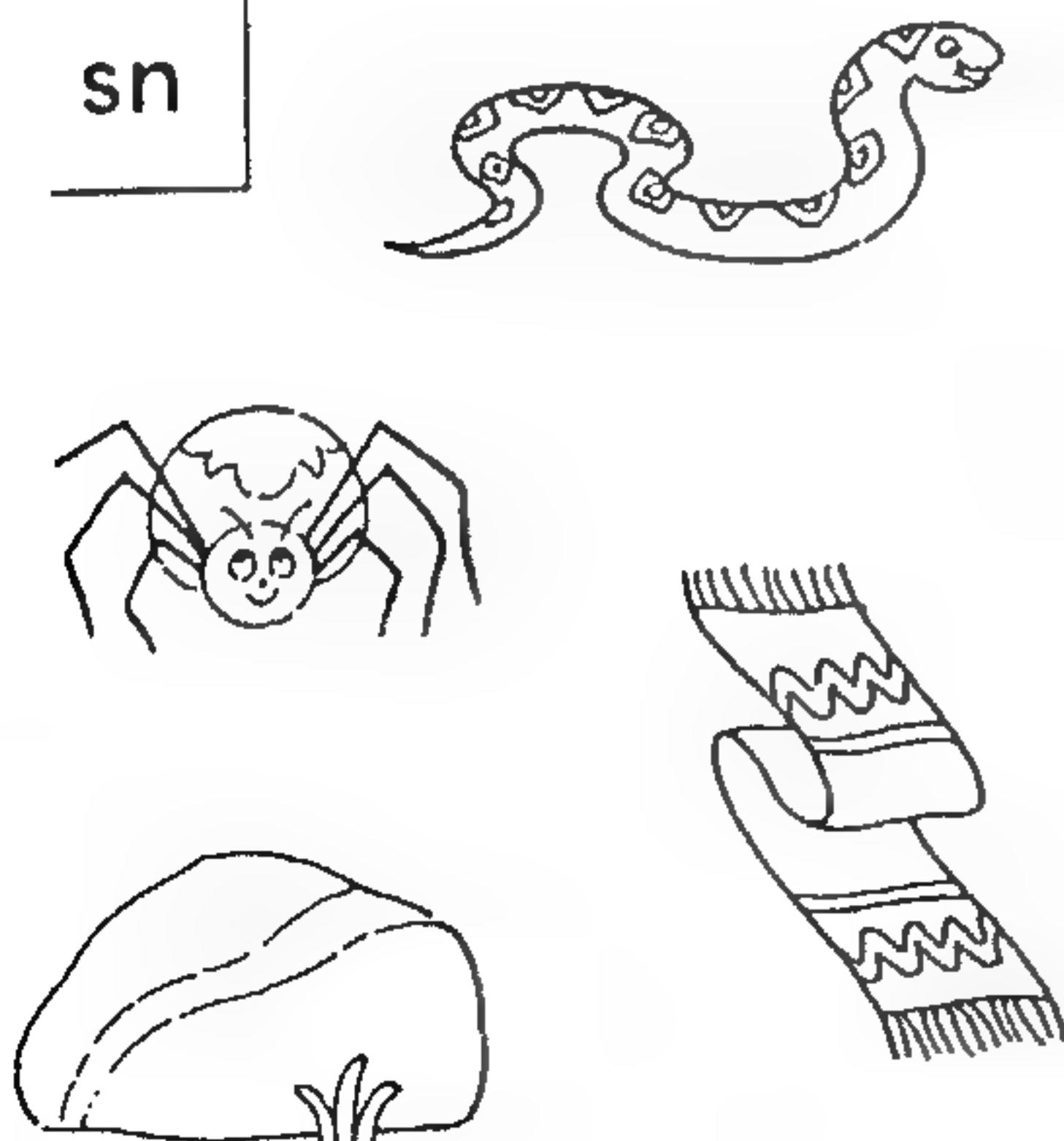
sm



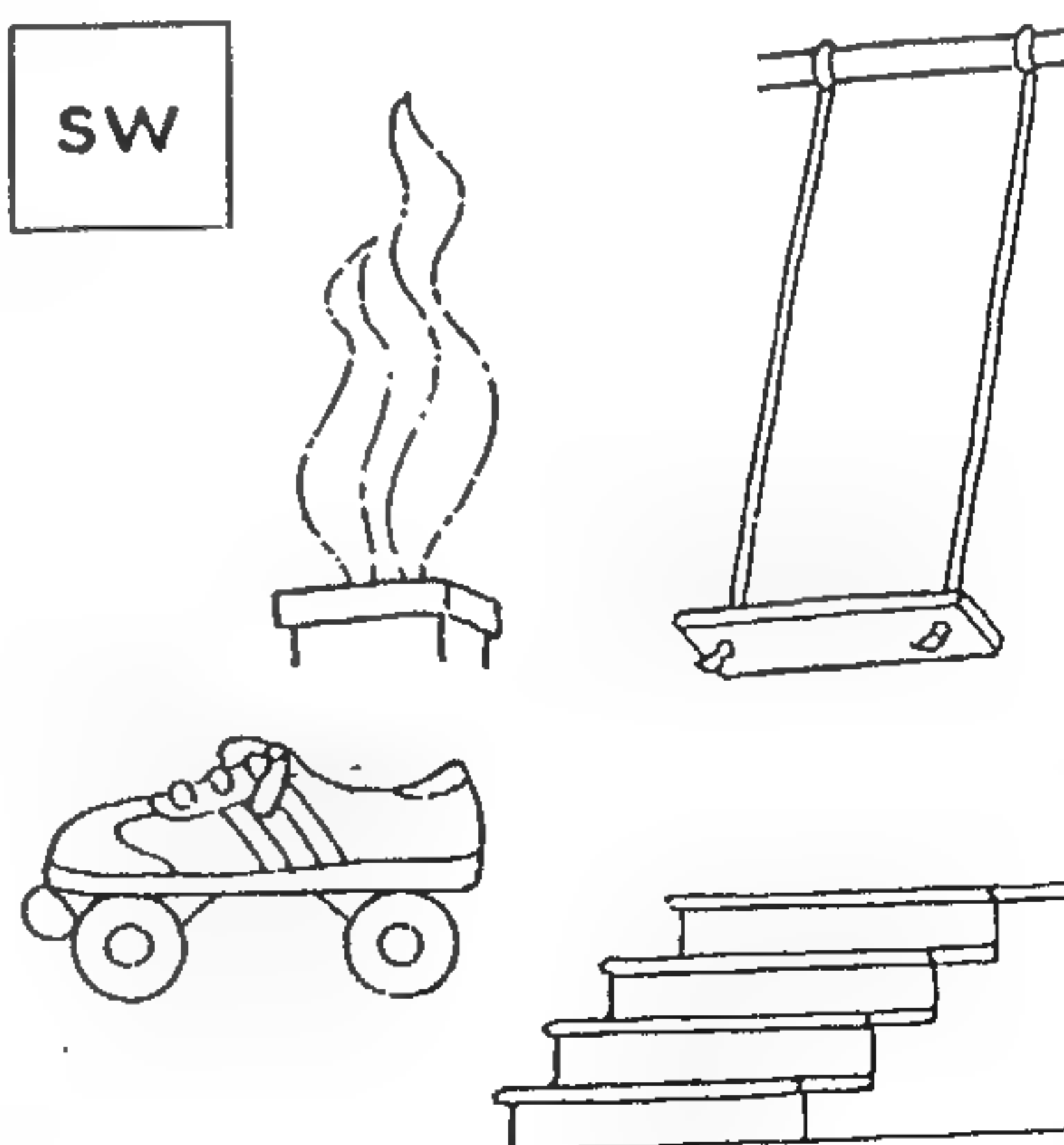
sc



sn



sw



Skill: recognizing consonant blends sm, sc, sn, sw

Level: 3

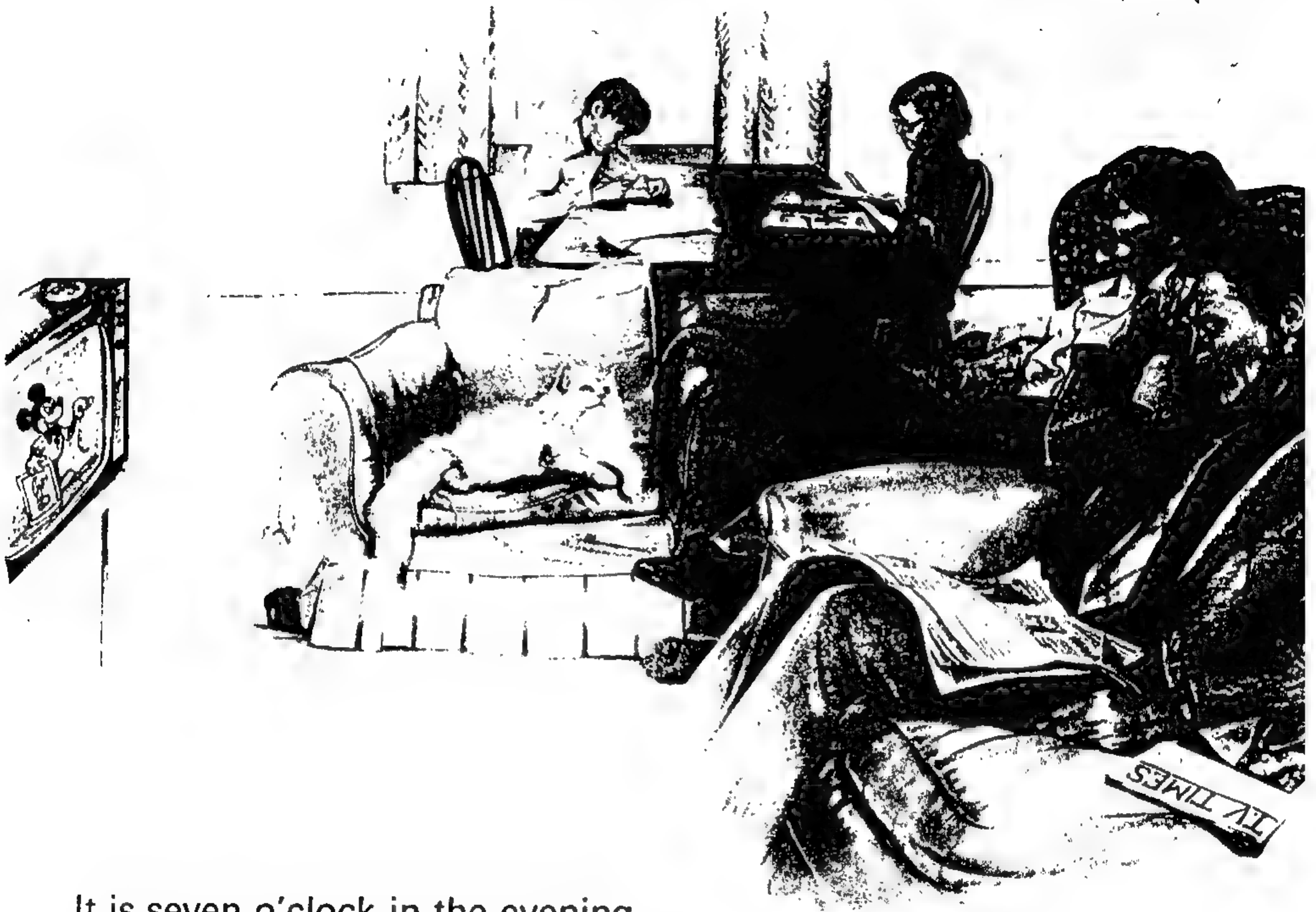
Term: 3

Week: 6

Day: 3

## Reading Text

# Things to do at home



It is seven o'clock in the evening.

Sara and Paul are at home with their parents.

There is a table by the wall  
and there are two chairs at the table.

Sara and Paul sit at the table.

Sara is cutting out pictures  
while Paul writes in his book.

Mum is watching television  
but Dad has fallen asleep.

Level: 2  
Term: 3  
Week: 6  
Day: 3

## Worksheet

## Reading

**Task A : Read the text and tick ✓ the words in brackets.**

1. It is seven O'clock in the ( morning, evening ).
2. There is a table by the ( wall, ceiling ).
3. Sara and Paul are ( dancing, sitting ).
4. Sara is holding a pair of ( shoes, scissors ).
5. Paul is using a ( pencil, potato ).

**Task B : Fill in each blank with 'there is' or 'there are'.**

*Notice that we say: - There is a table.  
- There are two chairs.*

1. \_\_\_\_\_ a table in the room.
2. \_\_\_\_\_ two big chairs in the room.
3. \_\_\_\_\_ four people in the room.
4. \_\_\_\_\_ a carpet on the floor.
5. \_\_\_\_\_ two children at the table.

**Task C : Write a sentence for each answer.**

1. Who are Sara and Paul?

\_\_\_\_\_

2. What are they doing at the table?

\_\_\_\_\_

3. Who is watching Television?

\_\_\_\_\_

4. What is Paul doing?

\_\_\_\_\_

5. Who has fallen asleep?

\_\_\_\_\_

**Level: 2**

**Term: 3**

**Week: 6**

**Day: 4**

**Worksheet**  
**(Read and guess)**

**Reading**

**Task: 1** Read the poem again. Choose the words from the box and fill up the blanks.

**Clock   River   Comb   Table   Potato**

**1. I have legs but cannot walk.**

\_\_\_\_\_

**2. I have hands but cannot hold things.**

\_\_\_\_\_

**3. I have teeth but cannot bite.**

\_\_\_\_\_

**4. I have eyes but cannot see.**

\_\_\_\_\_

**5. I have mouth but cannot eat.**

\_\_\_\_\_



Level: 3

Term: 3

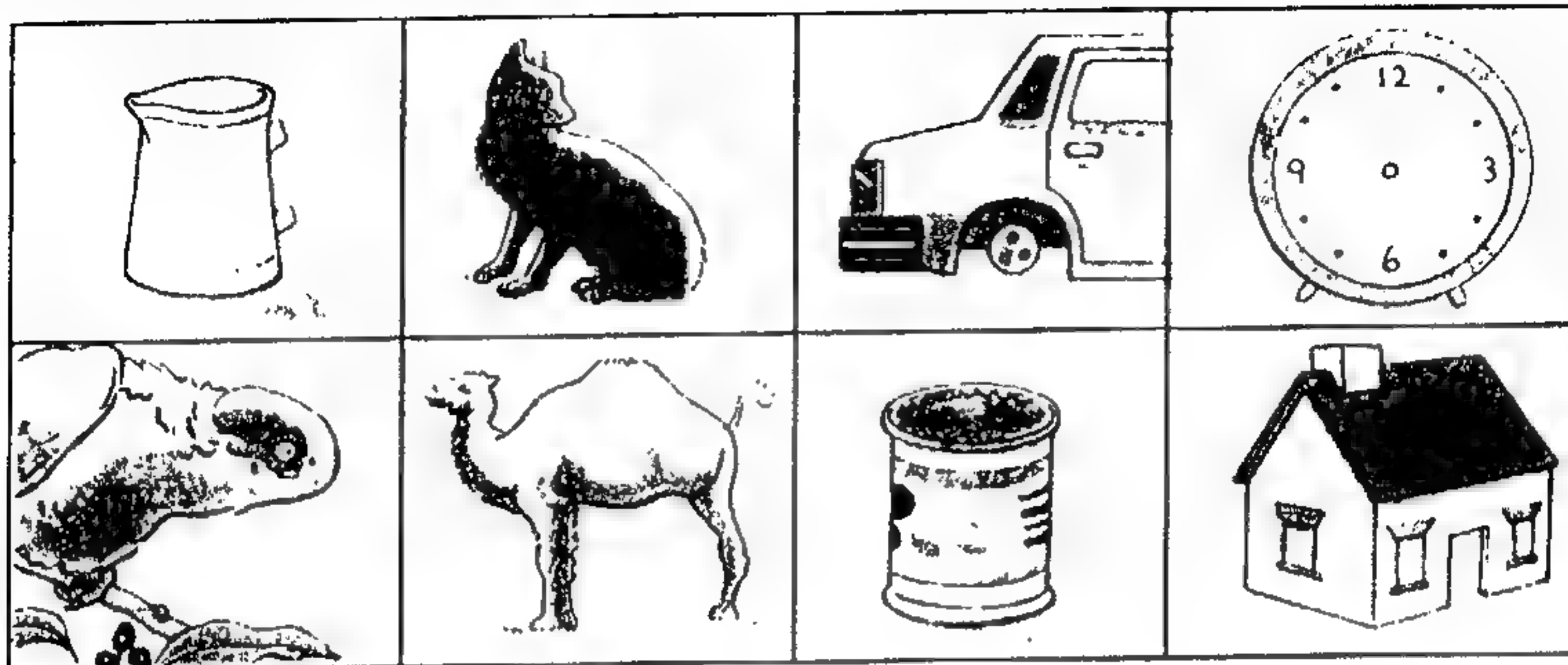
Week: 6

Day: 5

## Worksheet

## Writing

### What is missing?



Helping words:

wheel  
handle

beak  
door

leg  
tail

lid  
hands

- 1 The \_\_\_\_\_ is missing from the jug.
- 2 A \_\_\_\_\_ is missing from the car.
- 3 A \_\_\_\_\_ is missing from the camel.
- 4 The \_\_\_\_\_ is missing from the house.
- 5 The \_\_\_\_\_ is missing from the parrot's face.
- 6 The \_\_\_\_\_ is missing from the tin.
- 7 The \_\_\_\_\_ is missing from the cat.
- 8 The \_\_\_\_\_ are missing from the clock.

Now draw in the missing parts.

rc rc rc rc ro ro ro ro

ra ra ra ra ar ar ar ar

co co co co ca ca ca ca

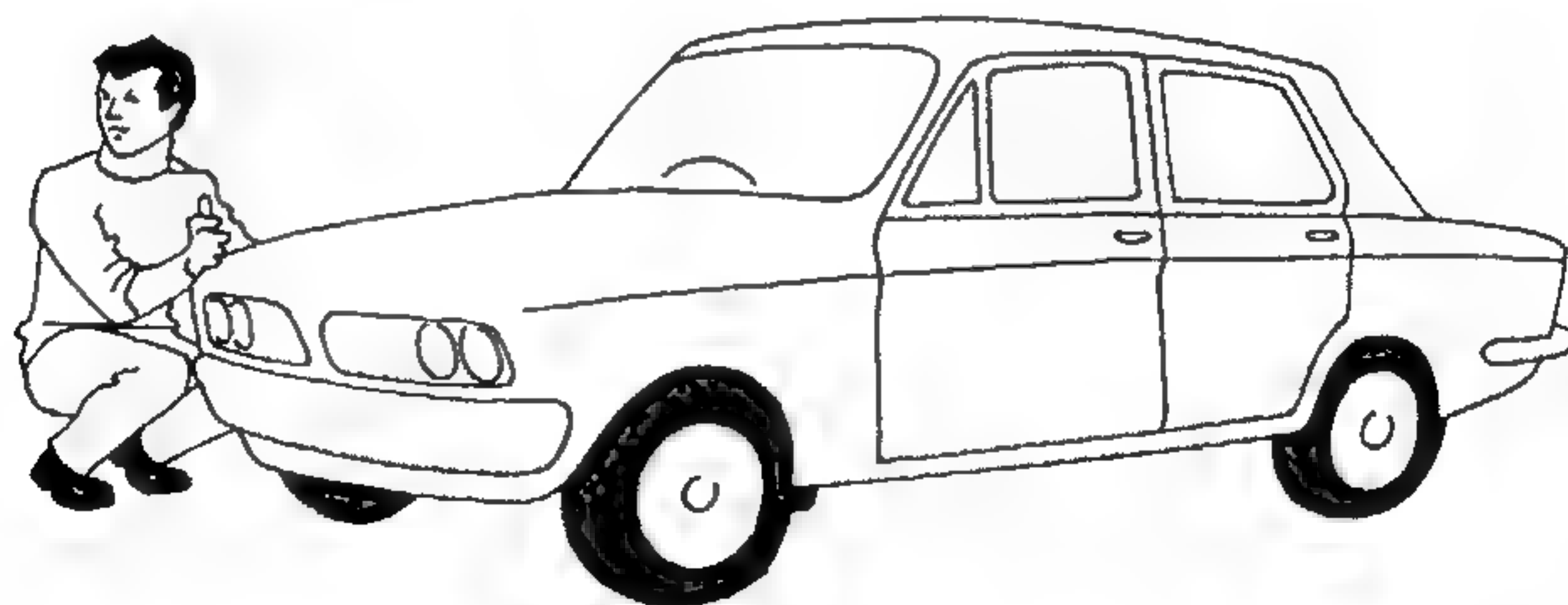
no no no no on on on on

an an an an am am am am

na na na na ma ma ma ma

nd nd nd nd nd nd

a man and a car



a man and a car

# Hard and Soft c



The letter c has two different sounds.

Sometimes c sounds like cat .

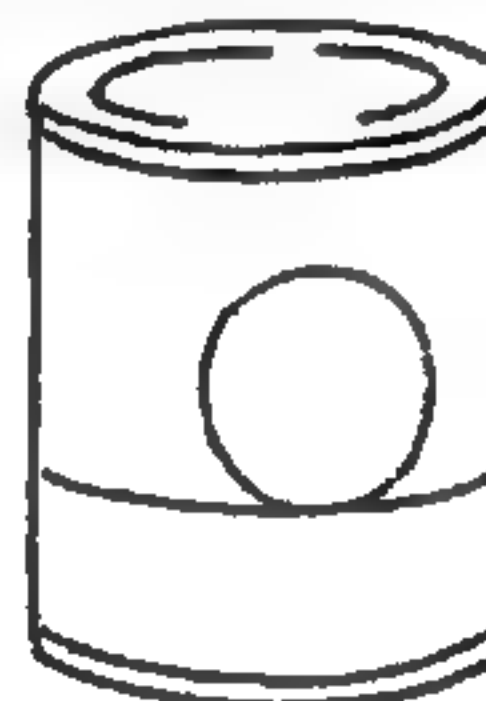
Sometimes c sounds like circle .

Say the name of each picture. Draw a square around the picture if you hear the c sound that begins cat. Draw a circle around the picture if you hear the c sound that begins circle.

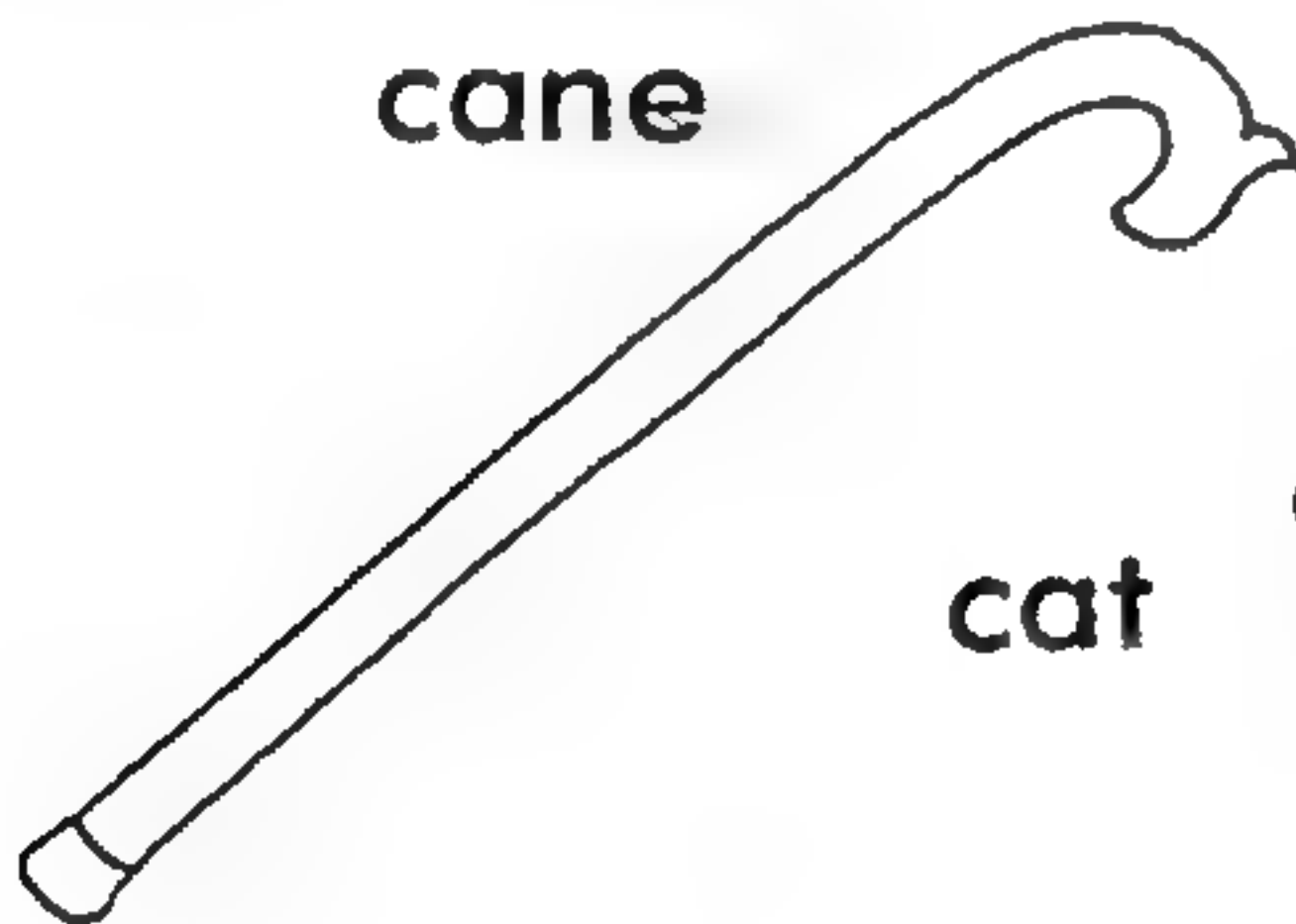
city



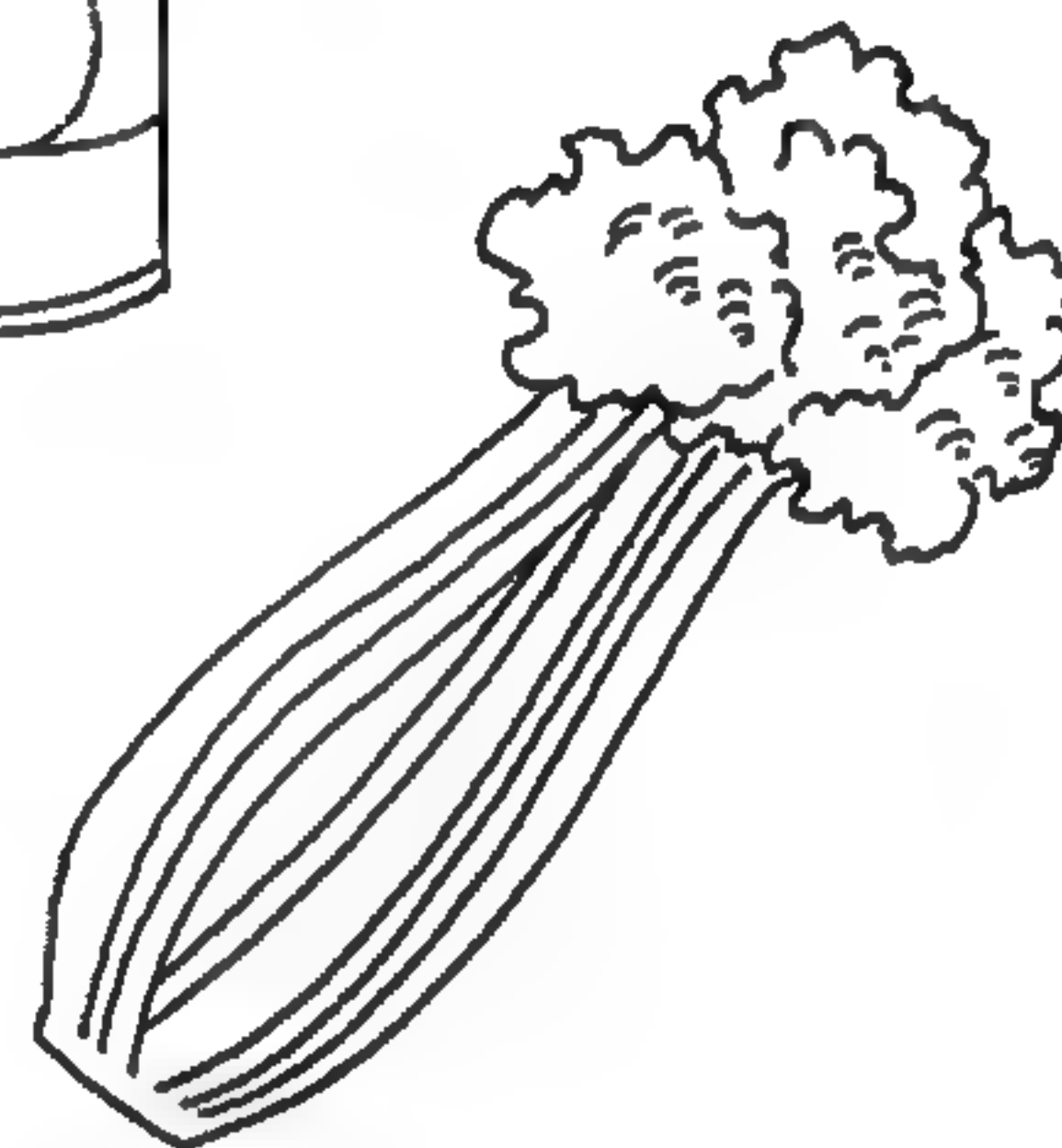
can



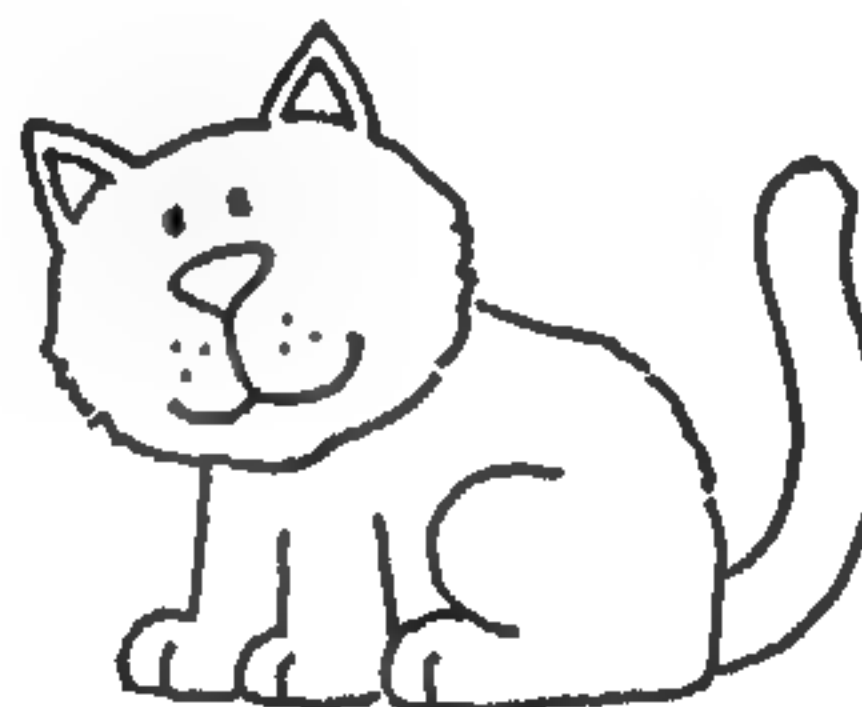
cane



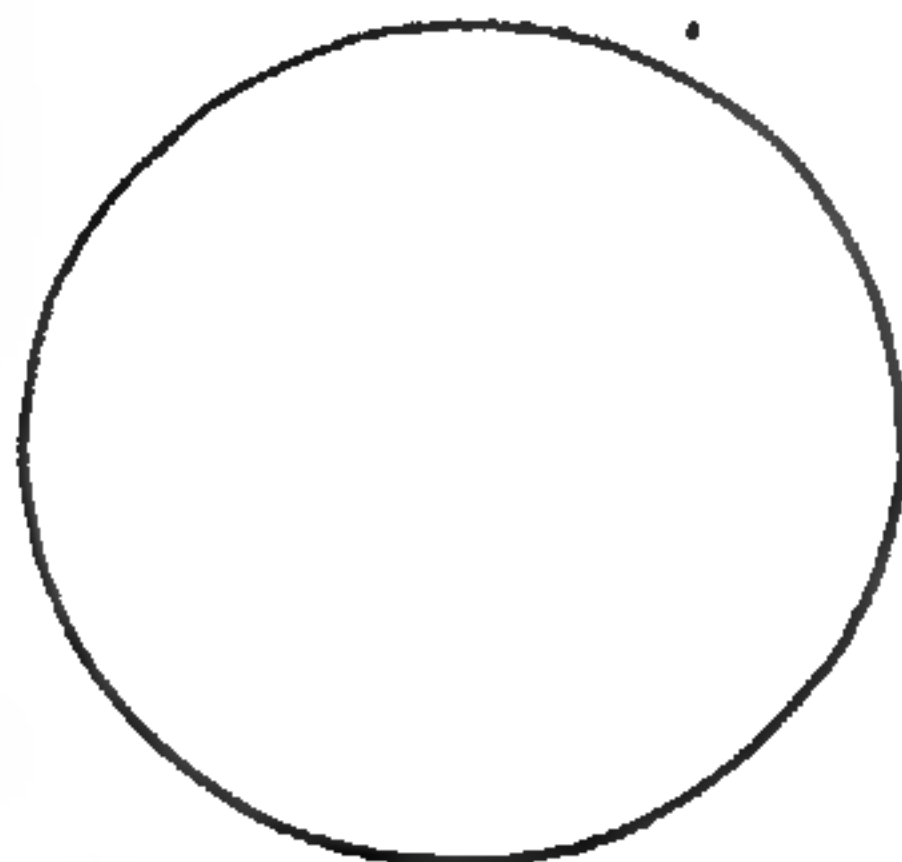
celery



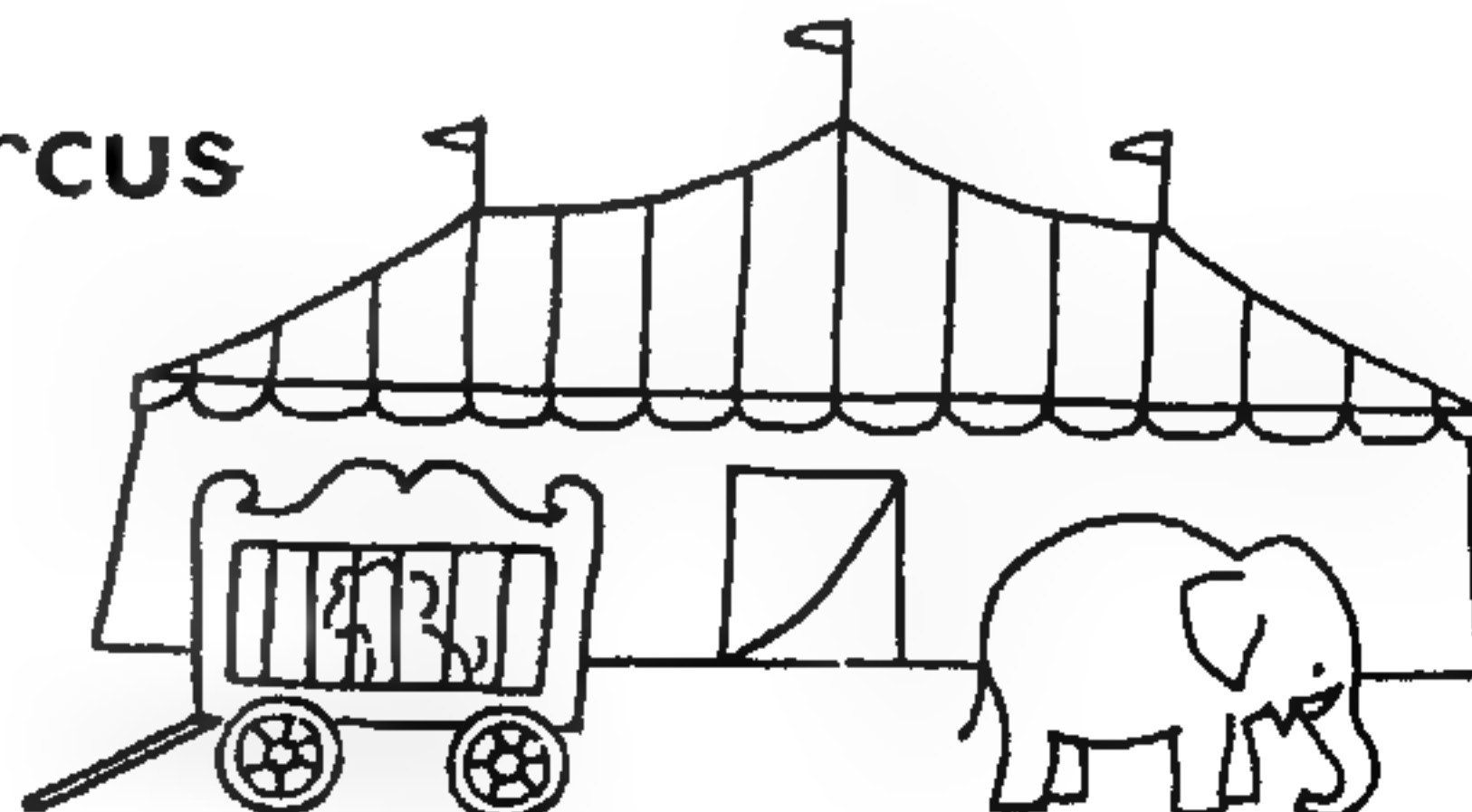
cat



circle



circus



Skill: comparing the hard and soft c sounds

<b>Level:</b> 2	<b>Worksheet</b>	<b>Listening</b>
<b>Term:</b> 3		
<b>Week:</b> 7	( Who am I? )	
<b>Day:</b> 2		

**Task 1 :** Listen and fill up the columns. No. 1 and No. 2  
(No. 1 is done for you)

**Task2:** Listen and fill up the column No. 3 and No. 4

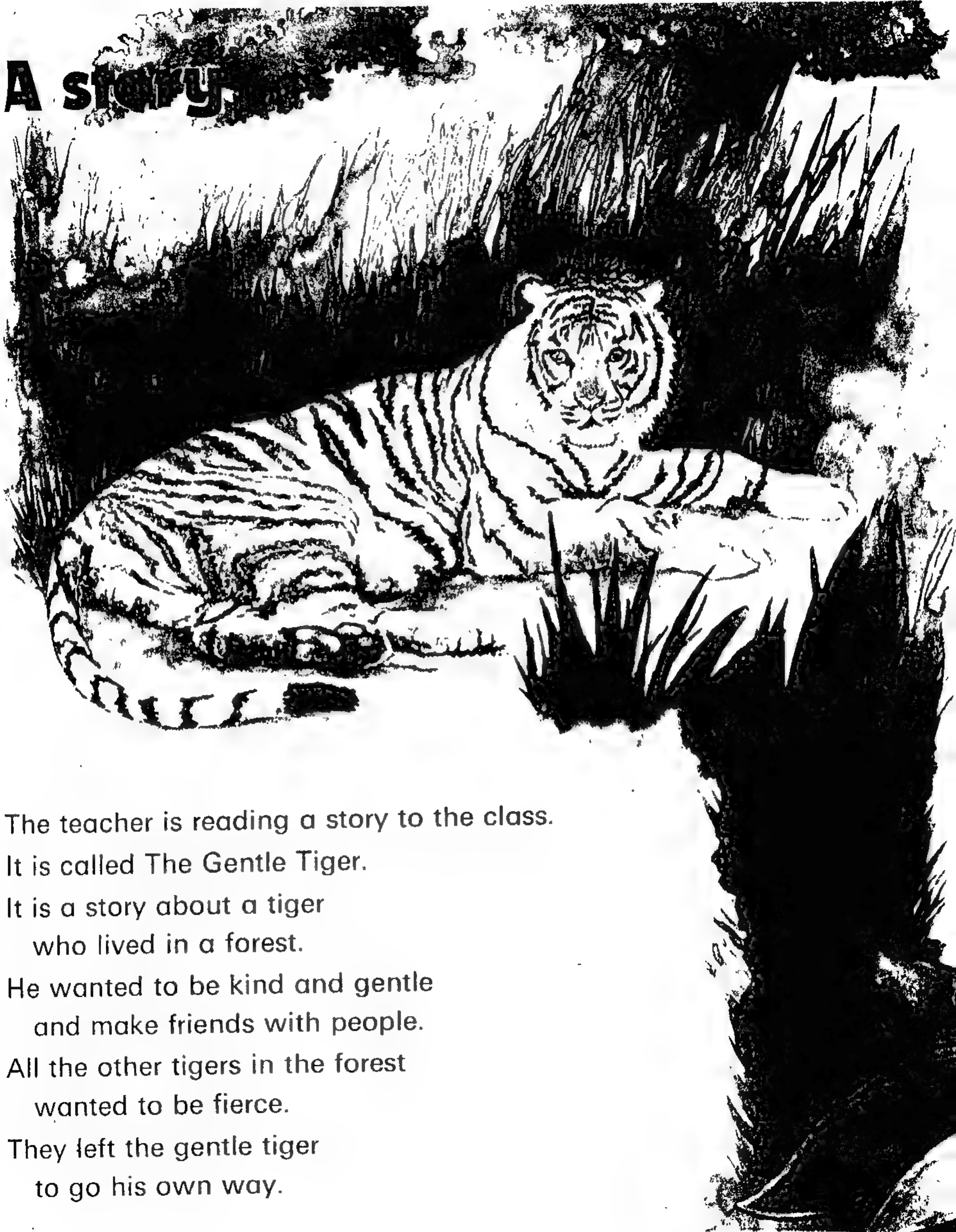
	1	2	3	4
<i>No.</i>	<i>Name</i>	<i>Where from?</i>	<i>Age</i>	
<b>1</b>	<b>Uzma</b>	<b>Lahore</b>	<b>15</b>	



Level: 3  
Term: 3  
Week: 7  
Day: 3

## Reading Text

# A story



The teacher is reading a story to the class.

It is called The Gentle Tiger.

It is a story about a tiger  
who lived in a forest.

He wanted to be kind and gentle  
and make friends with people.

All the other tigers in the forest  
wanted to be fierce.

They left the gentle tiger  
to go his own way.

Level: 2  
Term: 3  
Week: 7  
Day: 3

## Worksheet

## Reading

**Task I :** Tick ✓ the five sentences that are true.

1. The teacher is reading a story.  
Julie is reading a story.
2. The teacher is reading to herself.  
The teacher is reading to the class.
3. The story is about a lion.  
The story is about a tiger.
4. All the tigers wanted to be friendly with people.  
One tiger wanted to be friendly with people.
5. The gently tiger was left on his own.  
The gentle tiger went with the other tigers.

**Task II :** Complete these sentences, filling each blank with a word taken from those in the box.

Shell	Neck	Hump	Stripes	Scales	Trunk
-------	------	------	---------	--------	-------

1. A tiger has \_\_\_\_\_.
2. A giraffe has a long \_\_\_\_\_.
3. An elephant has a \_\_\_\_\_.
4. A camel has a \_\_\_\_\_.
5. A tortoise has a \_\_\_\_\_.
6. Most fish have \_\_\_\_\_.

**Task III :** Read the text and write the answers.

1. Who is reading the story? \_\_\_\_\_
2. Give a heading of the story \_\_\_\_\_
3. Where did the tiger live? \_\_\_\_\_
4. What did the tiger want? \_\_\_\_\_
5. How are the other tigers in the forest? \_\_\_\_\_

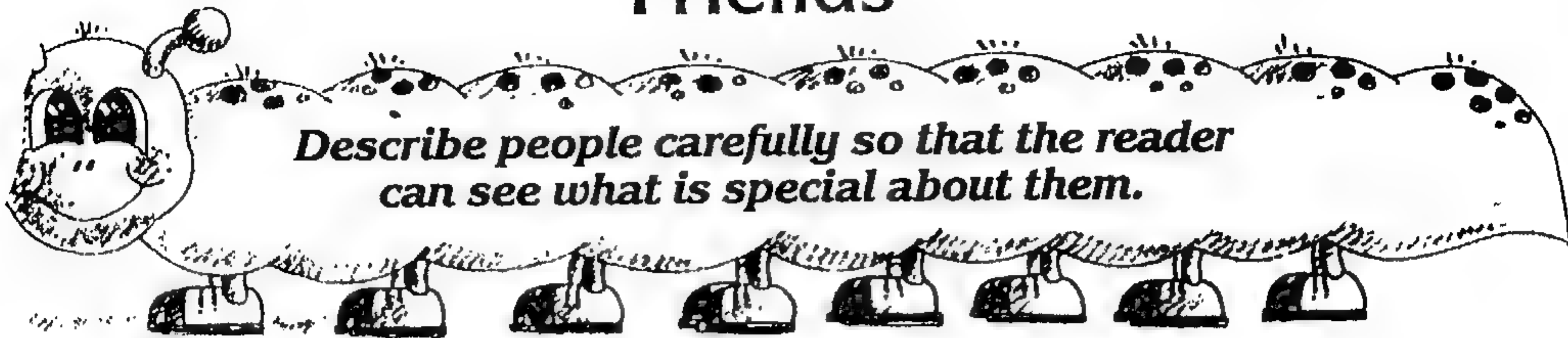


el: 3  
m: 3  
week: 7  
Day: 4

## Worksheet

## Writing

# Friends



***Describe people carefully so that the reader can see what is special about them.***

1 Choose a friend in your class to write about.

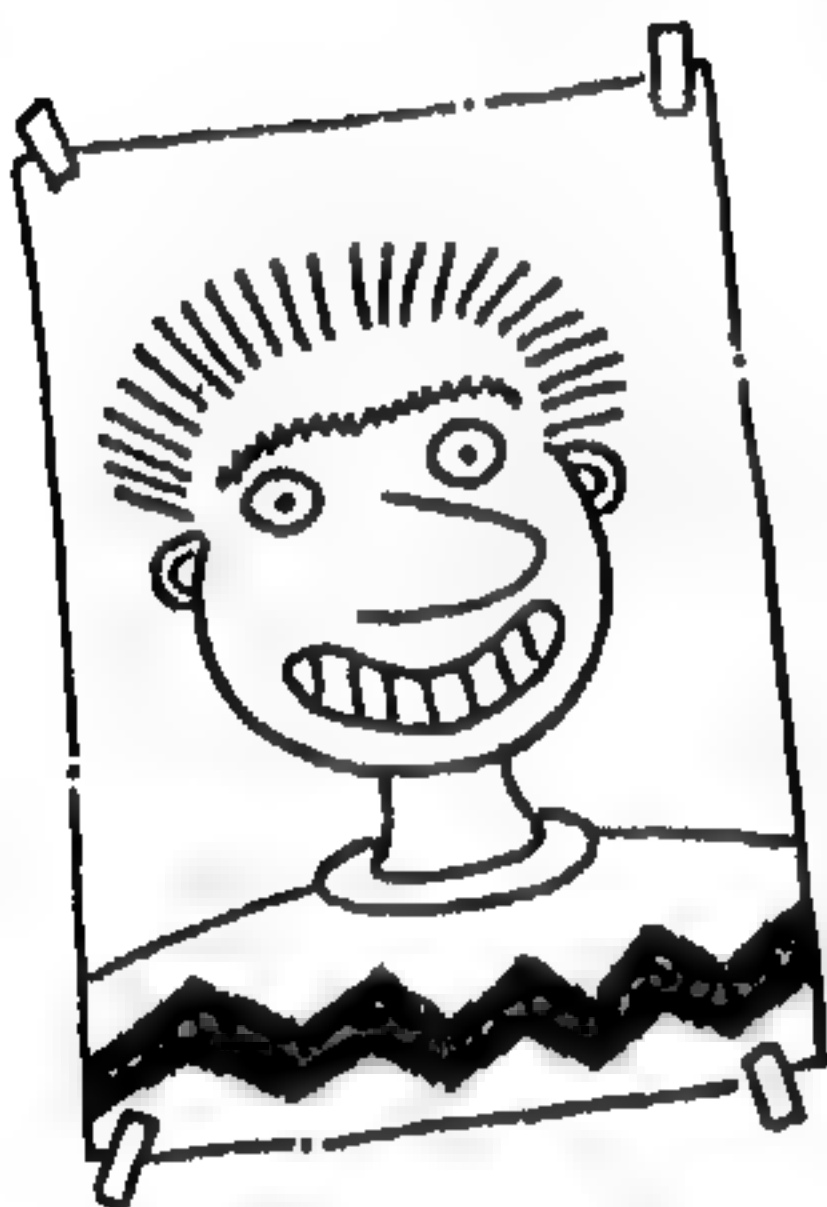
Look at your friend.

What colour is his or her hair? \_\_\_\_\_

Is it long or short? \_\_\_\_\_ Is it straight or curly? \_\_\_\_\_

What colour are his or her eyes? \_\_\_\_\_

What else do you notice about him or her? \_\_\_\_\_



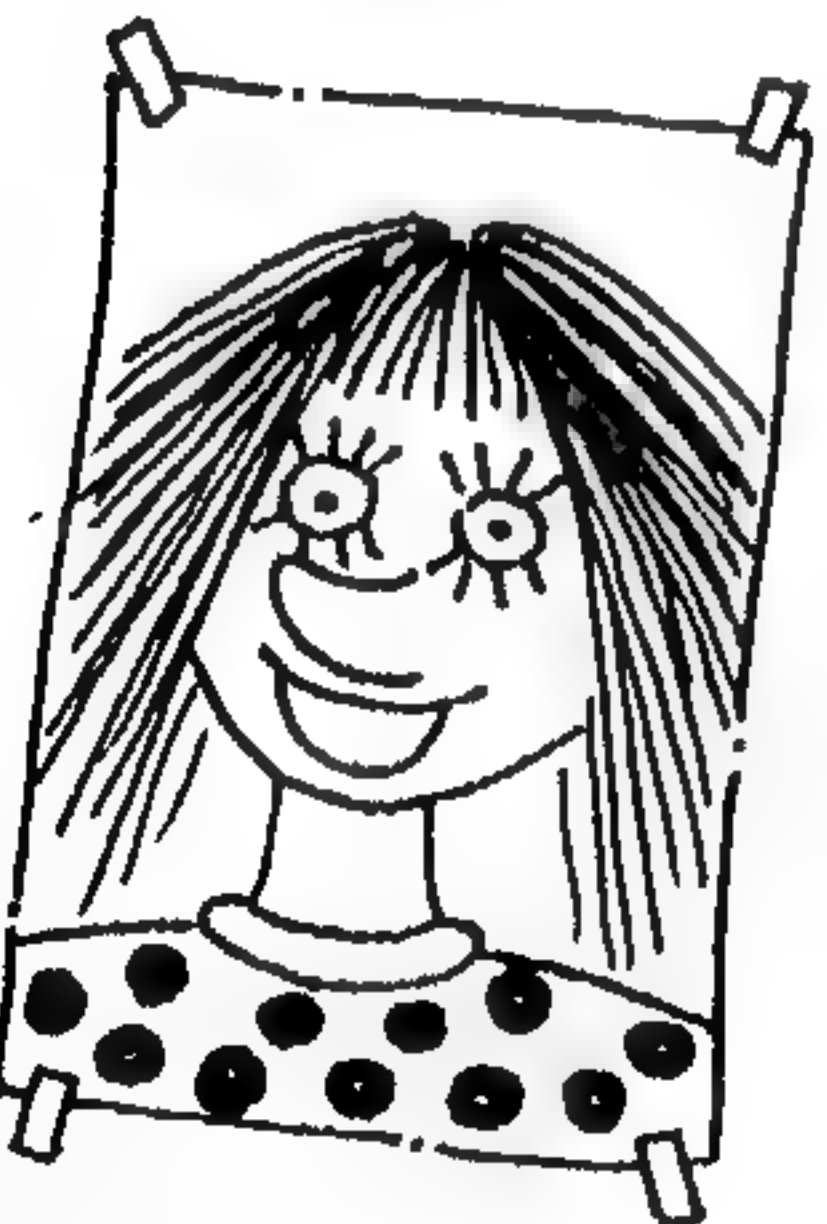
2 Ask your friend:

How old are you? \_\_\_\_\_ When is your birthday? \_\_\_\_\_

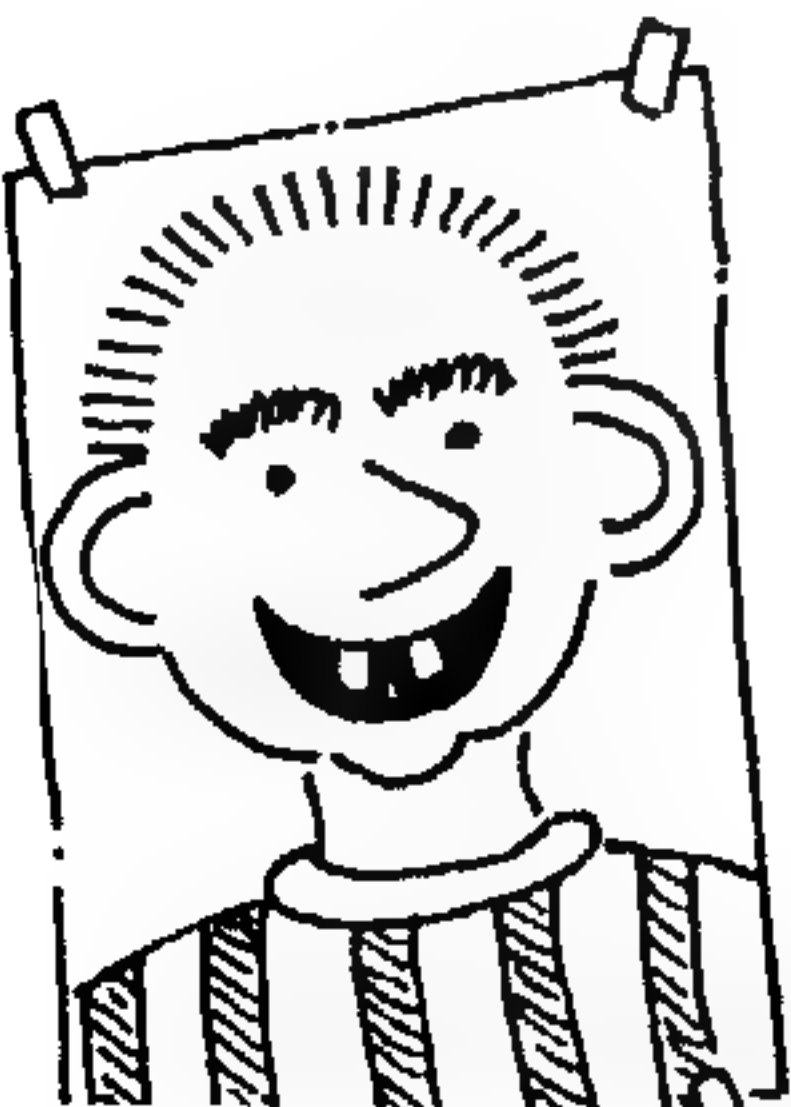
What is your favourite game? \_\_\_\_\_

What is your favourite toy? \_\_\_\_\_

What is your favourite food? \_\_\_\_\_



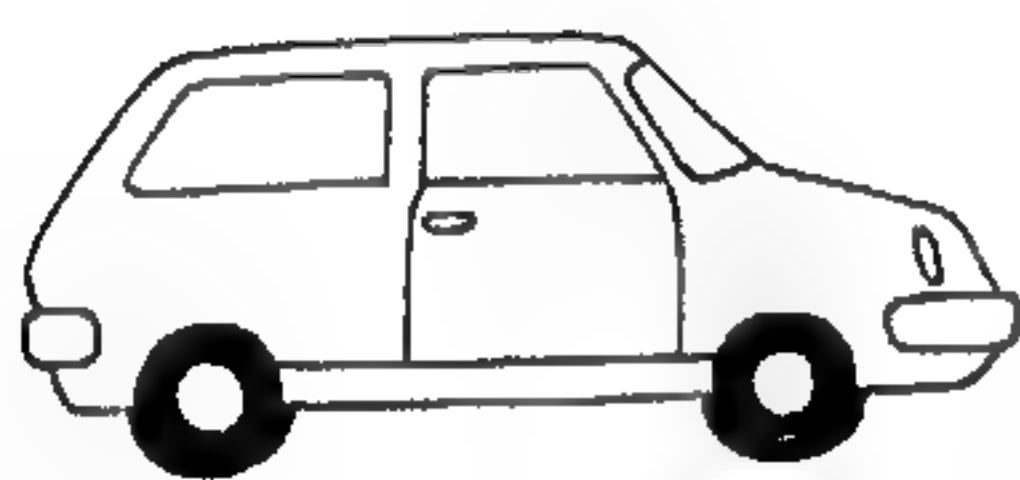
3 What do you think makes your friend different from other people? \_\_\_\_\_



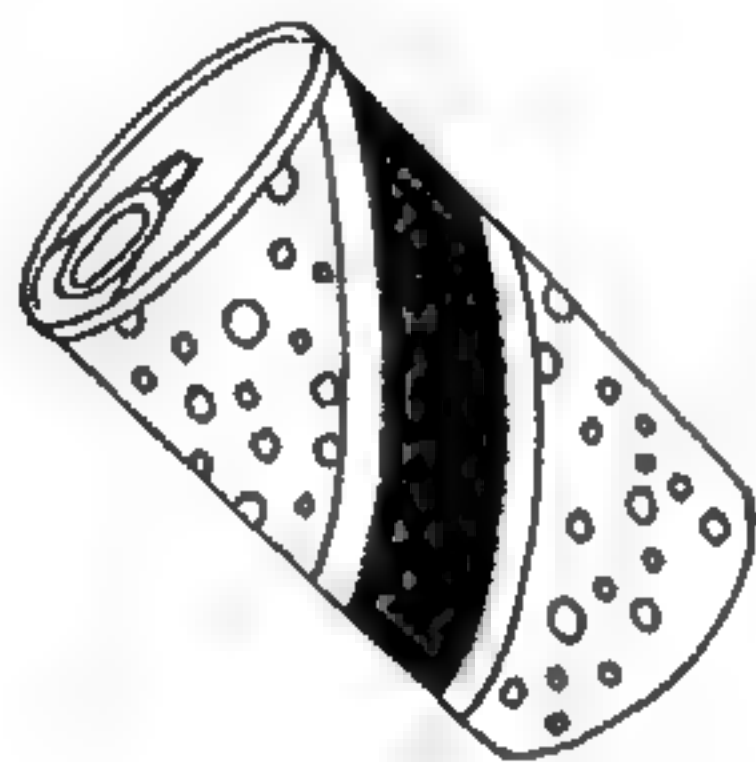
ar ar ar ar an an an an

ma ma ma ma rm rm rm rm

ca ca ca ca ac ac ac ac



car



can



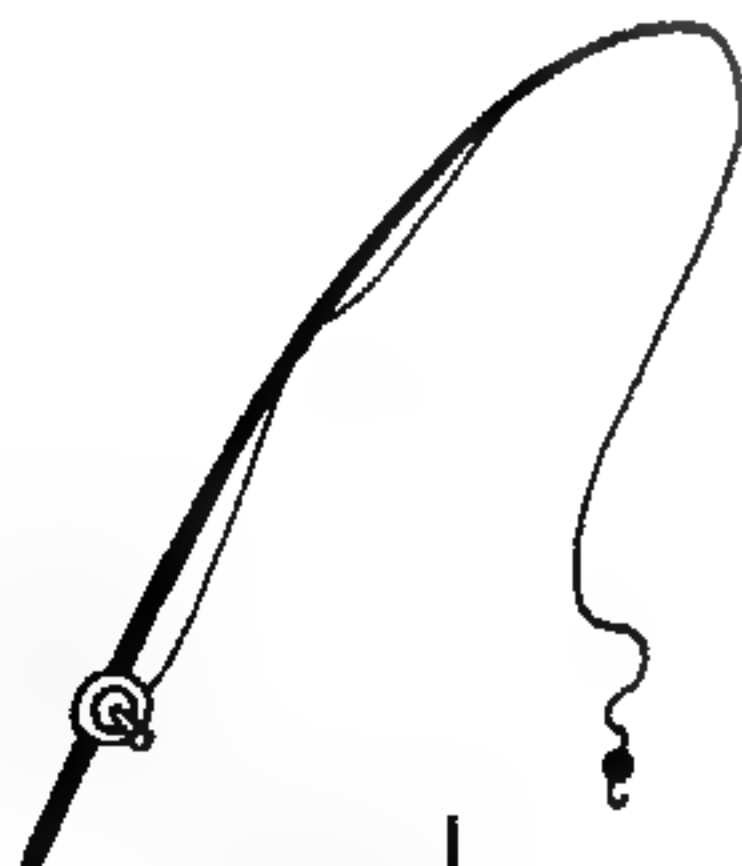
arm



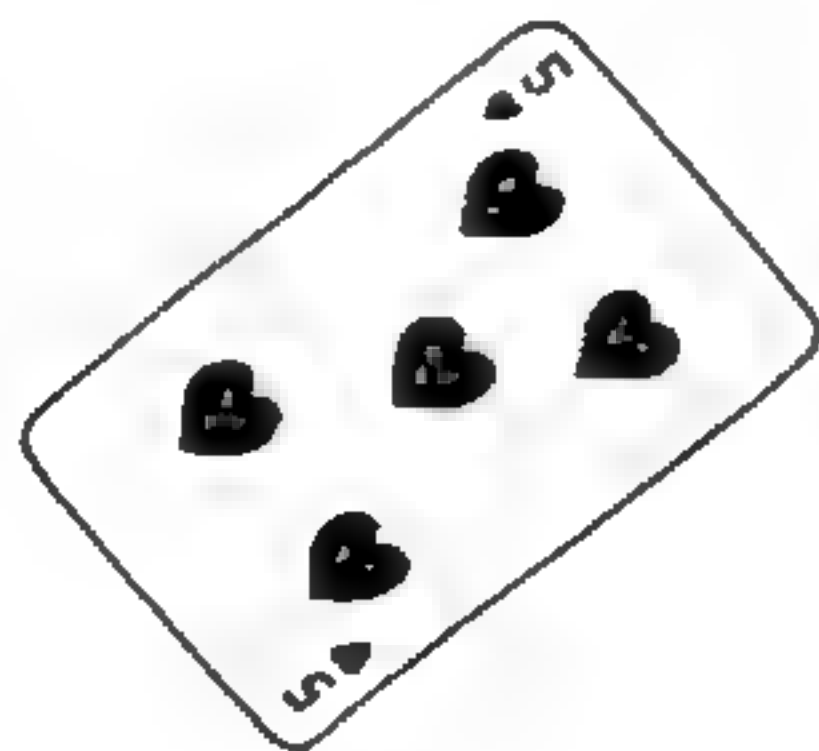
rc rc rc rc ro ro ro ro

ra ra ra ra rd rd rd rd

ha ha ha ha od od od od



rod



card



hand





**Level: 2**

**Term: 3**

**Week: 7**

**Day: 6**

**Assessment**

**Task I: Write two words which begin with the following blends. (4)**

a. **sm** \_\_\_\_\_

**sm** \_\_\_\_\_

b. **Write two words which rhyme with the followings.**

**cat** \_\_\_\_\_

**circle** \_\_\_\_\_

**Task II: Write four lines about a friend you like. (2)**

---

---

---

---

**Task III: Write sentences about your friends, Uzma and Waqar. (2)**  
**Use the following information.**

1. **Uzma** \_\_\_\_\_

**Age / 15** \_\_\_\_\_

**Where from / Lahore** \_\_\_\_\_

2. **Waqar** \_\_\_\_\_

**Age / 10** \_\_\_\_\_

**Where from / Abbottabad** \_\_\_\_\_

contd....

**Task: 4** Read the following text and write the work of each person (4)  
on the line.

*It is five o` clock in the evening.*

*Sara and Irfan are at home. They are working at  
the table. Sara is cutting out the picture of cartoons  
and Irfan is drawing some pictures for his project.*

*Mother is making tea for Dad and Dad is watching  
television.*

**Sara**

**Irfan**

**Mother**

**Father**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

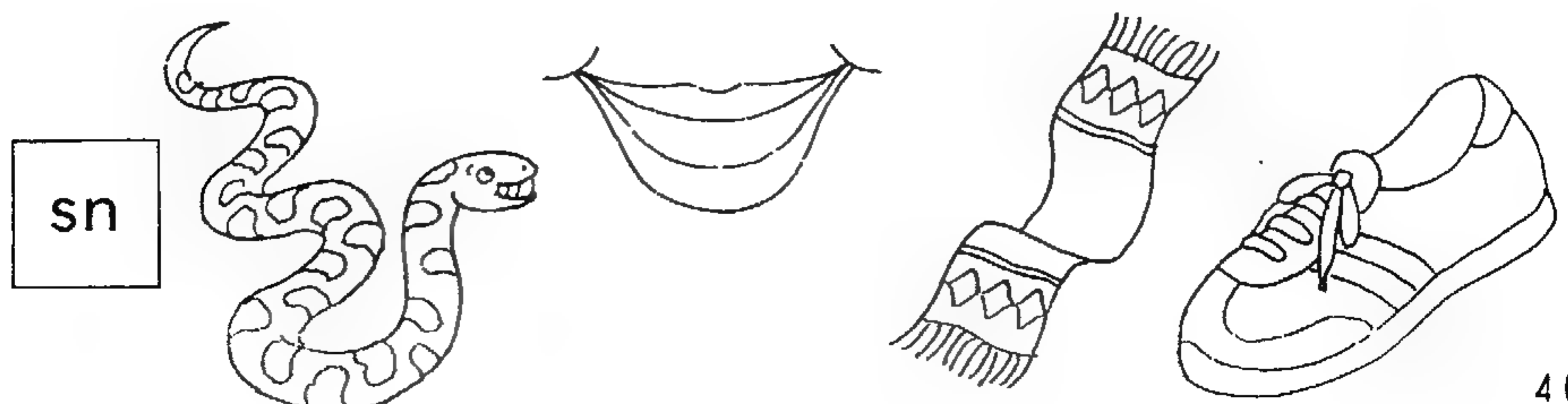
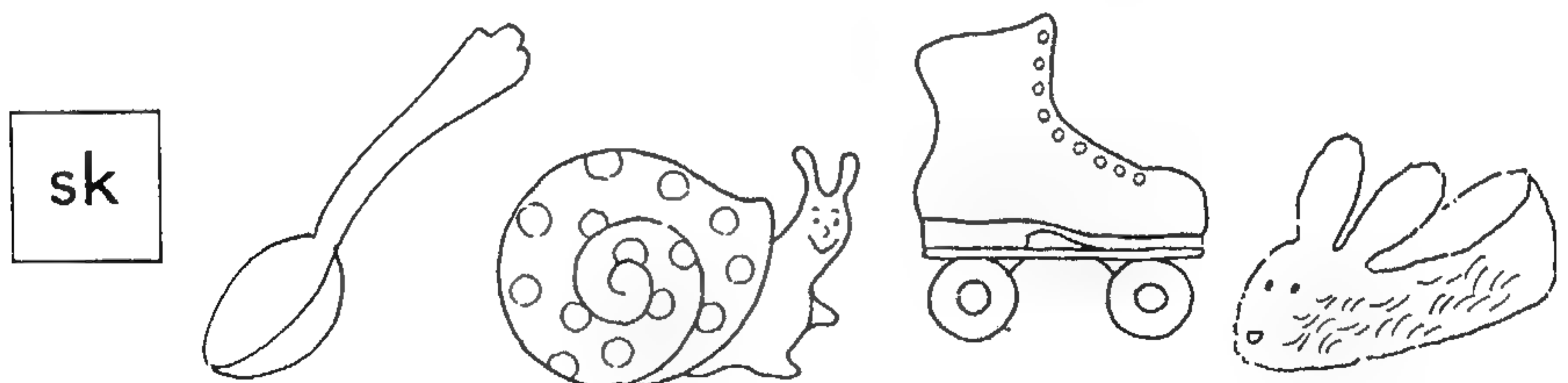
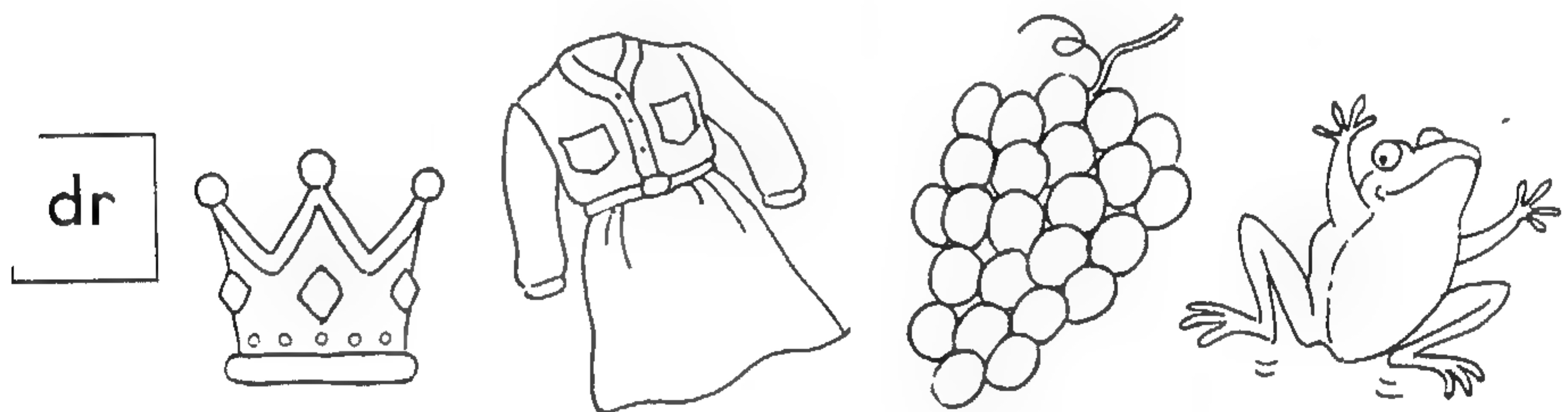
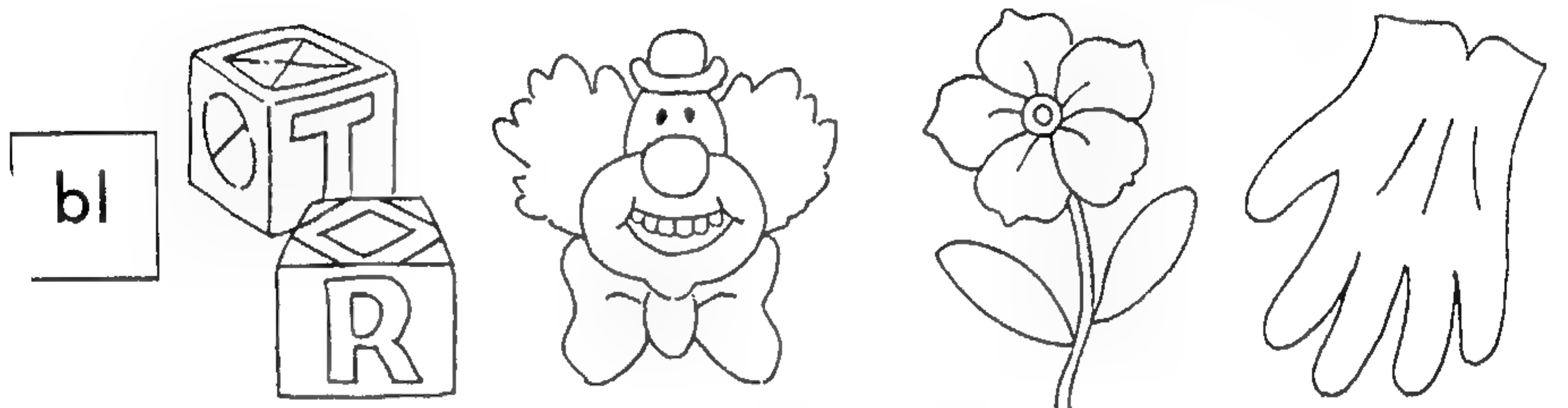
Level: 3  
Term: 3  
Week: 8  
Day: 1

Worksheet

Communication

# Blend Review - bl, dr, sk, sn

Color the picture in each row that begins with the blend in the box.



Level: 3  
Term: 3  
Week: 8  
Day: 2

Worksheet

Communication

# Alike and Different

◆ Read each sentence. Put an X under airplane if it tells about an airplane. Put an X under bird if it tells about a bird.

Hint: Some sentences will have an X under airplane and bird.



airplane



bird

1. It can fly.		
2. It can sing.		
3. It can make a nest.		
4. You can ride in it.		
5. It has wings.		
6. It lands on wheels.		
7. It has legs.		



## **Lunch Time**



**It is half past twelve.**

**The children are in the school hall  
having their lunch.**

**It is very noisy in the hall.**

**Paul and Mark sit with Kay and Lyn.**

**They are eating meat, potatoes and carrots.**

**After lunch the children play outside.**

**George and Andy are not at school.**

**They go home for their lunch.**

**Level: 2**  
**Term: 3**  
**Week: 8**  
**Day: 3**

**Worksheet**

**Reading**

**Task A : Read the text and Tick the sentences which are true.**

1. It is half past two.  
It is half past twelve.
2. Some of the children are on the roof.  
Some of the children are in school.
3. It is lunch time.  
It is supper time.
4. It is noisy in the hall.  
It is quite in the hall.
5. All children stay at lunch time.  
Some children go home at lunch time.

**Task B : Read the text and find the words for the gaps.**

1. The children are eating \_\_\_\_\_ in their lunch.
2. Paul and Mark are sitting with \_\_\_\_\_.
3. After lunch the children \_\_\_\_\_.
4. George and Andy have lunch with their \_\_\_\_\_.
5. Children are having this lunch at \_\_\_\_\_.

**Task C : Here are some mixed up pairs of things that often go together. Put the right parts together.**

- Fish	and	Butter	<u>Fish and chips</u>
- Knife	and	Pepper	_____
- Cup	and	Chips	_____
- Bread	and	Saucer	_____
- Salt	and	Fork	_____



Level: 2  
Term: 3  
Week: 8  
Day: 5

## Worksheet

## Writing

# Question marks

Question marks are used at the end of questions, instead of full stops.

Put a full stop (.) or a question mark (?) at the end of these sentences.

Can I come to tea

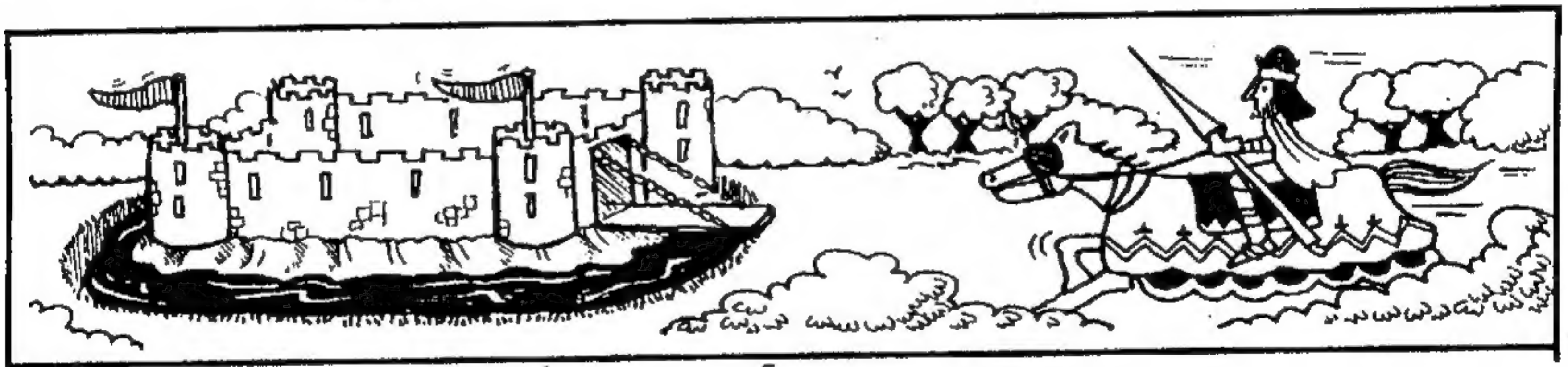
I hope it doesn't rain

Have you been ill

Will you call again soon

Are you going home

Task: 2. Look at this picture and match the questions with their answers.



How many towers are there?

Where is the flag?

What is the knight holding?

Is the drawbridge open?

Where is the castle?

The castle is on the island.

Yes, the drawbridge is open

The knight is holding a lance.

There are four towers.

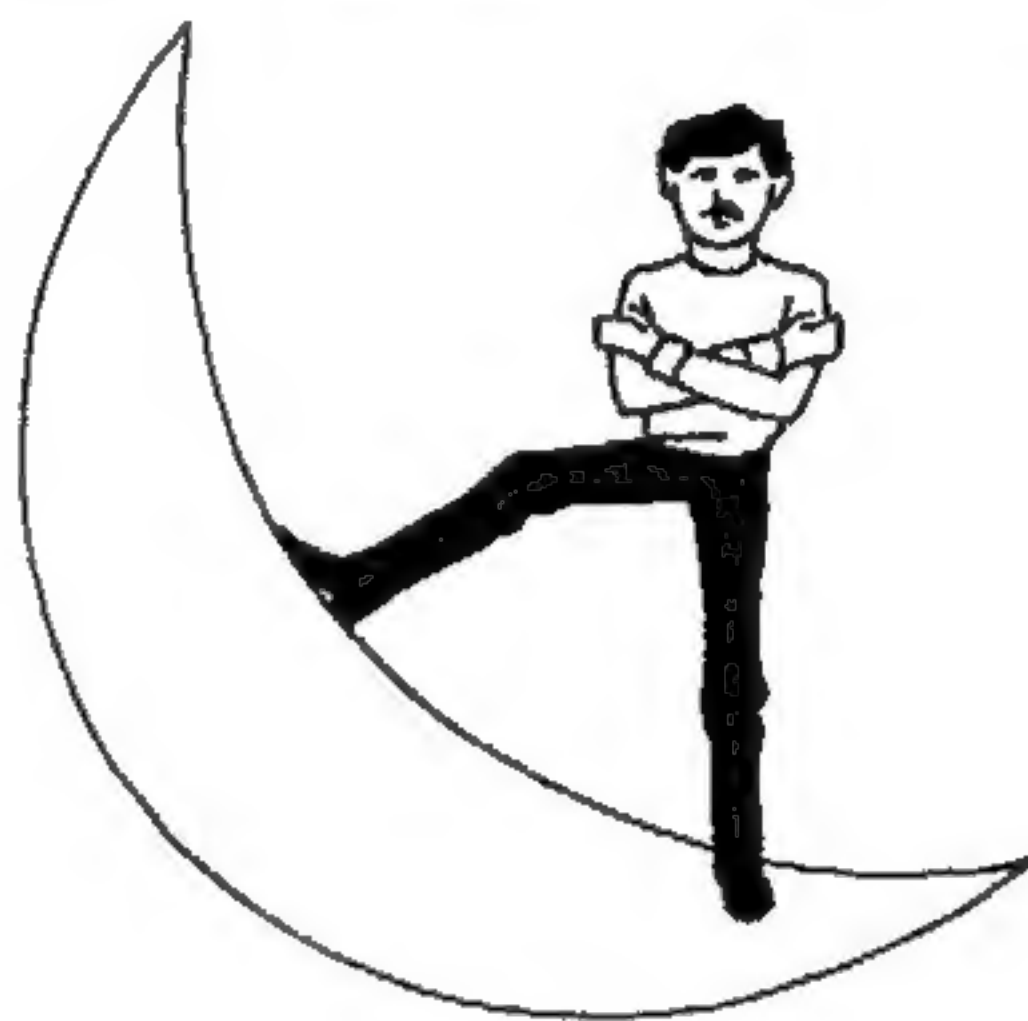
The flag is on the tower.

in in in in on on on on

an an an an m m m m

ma ma ma ma mo mo mo mo

oo oo oo oo oo oo oo oo oo

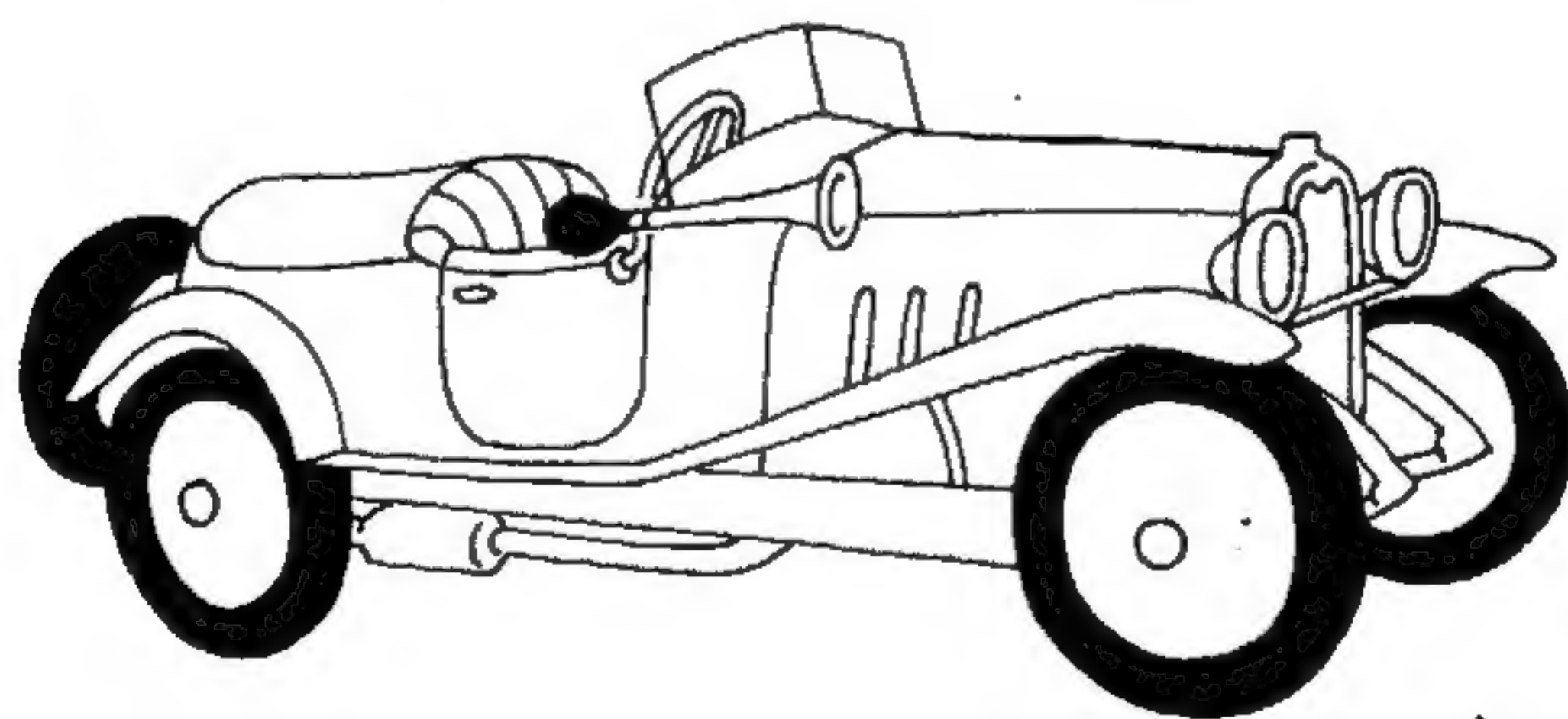


a man on a moon

a man on a moon

do do do do or or or or

ho ho ho ho ar ar ar ar



a horn on a car door

a horn on a car door